



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

As we are a Department with both clinical and non-clinical staff we have been granted an additional 1000 extra words. These have been used in sections 4, 5.2 and 5.4 to allow in depth analyses of clinical and non-clinical staff, separately. The total word count for the final document (sections 1-7) 11,704.

Name of institution	University of Glasgow (UofG)
Department	Institute of Cancer Sciences
Focus of department	STEMM
Date of application	November 2016
Award Level	Bronze
Institution Athena SWAN award	Date: April 2016 Level : Bronze
Contact for application <small>Must be based in the department</small>	Professor Mhairi Copland
Email	Mhairi.Copland@glasgow.ac.uk
Telephone	0044 141 301 7872
Departmental website	http://www.gla.ac.uk/researchinstitutes/cancersciences/

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.



28th November 2016

Dr Ruth Gilligan,
Equality Charters Manager,
Equality Challenge Unit,
7th Floor, Queen's House,
55-56 Lincoln Inns Field,
London WC2A 3LJ

Dear Dr Gilligan,

RE: Institute of Cancer Sciences, University of Glasgow - Application for Departmental Athena SWAN Bronze Award

I fully endorse the Institute of Cancer Sciences (ICS) application for a Departmental Athena SWAN Bronze Award. I was appointed Institute Director in 2011, and I am absolutely committed to promoting an equal opportunities working environment within ICS, and specifically achieving equality for women in academia.

We have worked hard to maintain momentum around and engagement with Athena SWAN in the Institute since our original application and were pleased with the positive response rate to our 2016 Athena SWAN Staff Culture Survey (overall response rate 69%).

Women are particularly under-represented in ICS at a senior level, the self-assessment process for our Athena SWAN submissions has demonstrated key issues affecting our academic females which compound this, including few women applying for promotion, inadequate mentoring arrangements and concerns about the quality of the Performance and Development Review Process.

Already, we are making changes within ICS to address these issues. We cannot afford to continue to lose talented women from the scientific community. We have undertaken focus groups to fully understand the issues we are facing, organised promotions workshops on campus, participated in two pilot mentoring schemes, and have invested time and resources to support the development of forums for peer-to-peer support for PhD students, postdoctoral scientists and clinical academics in-training. Our Action Plan is wide ranging and targeted to specific issues we have identified in our work so far. These address important issues including improving mentoring, encouraging promotion, supporting women returning from maternity leave (including resources to assist with effective re-integration and attend conferences) and improving communication and networking across the Institute.

In this application, we have embraced the opportunity to apply on the new form as this is more progressive and inclusive and demonstrates a commitment to improving gender equality for all staff, including Professional and Support staff. To demonstrate our

commitment to all staff groups, our International Women's Day event included academic and Professional and Support women reflecting on their career journeys and addressing key progression issues impacting both staff groups.

As Institute Director, I will ensure that the Athena SWAN Action Plan maintains a very high priority within the future development and organisation of ICS and that the Institute's strategy will fully embrace the principles of the Athena SWAN charter. To reinforce this, the SAT chair is a full member of the ICS Management Board, the Athena SWAN Action Plan implementation is a permanent agenda item, and I have committed resources for implementation. I am determined that all ICS staff support the development of a true culture of gender equality. Embracing the Athena SWAN charter is a critical step in realising our vision of a world-class research institute where everyone achieves their full potential. I was much taken aback by the areas of significant concern that the SAT uncovered, and speaking as a dedicated cancer researcher, we cannot afford to continue to lose female talent from this vital research field.

I confirm that the information presented in this application is an honest, accurate and true reflection of the ICS.

Yours sincerely



Professor Jeff Evans
Professor of Translational Cancer Research; Honorary Consultant in Medical Oncology
Director Institute of Cancer Sciences, University of Glasgow

(500 words in body of letter)

Abbreviation	Meaning
AP	Action Point
ARCP	Annual Review of Competency Progression
AS	Athena SWAN
CATAC	Clinical Academic Training Advisory Group
CDP	Career Development Programme
CDWG	Career Development Working Group
CiRN	Clinicians in Research Networks
CRF	Clinical Research Fellow
CR-UK	Cancer Research United Kingdom
CSL	Clinical Senior Lecturer
E&D	Equality and Diversity
ECDP	Early Career Development Programme
ECMC	Experimental Cancer Medicine Centre
ECR	Early Career Researcher
ECU	Equality Challenge Unit
EDU	Equality and Diversity Unit (University of Glasgow)
EIA	Equality Impact Assessment
EOD	Employee and Organisational Development
EU	European Union
FED	Funding End Date
FFIP	Family Friendly Information Pack
FT	Full Time
FTE	Full Time Equivalent
GP	General Practitioner
HESA	Higher Education Statistics Agency
HR	Human Resources

Abbreviation	Meaning
ICS	Institute of Cancer Sciences
IP	Intellectual Property
IWD	International Women's Day
JISC	Joint Information Systems Committee
JSR	Job Seekers Register
KE	Knowledge Exchange
KEIC	Knowledge Exchange and Impact Committee
KIT	Keeping in Touch
MB	Management Board
MVLS	College of Medical, Veterinary and Life Sciences
NHS	National Health Service
P&DR	Performance and Development Review
PE	Public Engagement
PERM	Permanent
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigator
POGLRC	Paul O'Gorman Leukaemia Research Centre
PS	Professional and Support
PT	Part Time
PTES	Postgraduate Taught Experience Survey
R&R	Rewards and Recognition
R&S	Recruitment and selection
R&T	Research and Teaching
RAE	Research Assessment Exercise
REF	Research Excellent Framework

Abbreviation	Meaning
RSF	Returners Skills Fund
SAT	Self Assessment Team
SMART	Specific, Manageable, Achievable, Relevant, Time-bound
SSLC	Student Staff Liaison Committee
STEMM	Science, Technology, Engineering, Mathematics and Medicine
TRM	Transforming Research Management
UKRC-WISE	UK Resource Centre – Women Into Science and Engineering
UoA	Unit of Assessment
UofG	University of Glasgow
WiRN	Women in Research Network
WLM	Workload Modelling
WWCRC	Wolfson Wohl Cancer Research Centre

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

The Institute of Cancer Sciences (ICS) was formed in 2010 at the time of a major University restructure. The ICS sits within the College of Medical, Veterinary, and Life Sciences (MVLS), which comprises 7 Research Institutes and 3 Schools (**Figure 2.1**). Undergraduate teaching in the College is managed by the Schools. The Institute Director is Professor Jeff Evans, who reports directly to the Head of College.

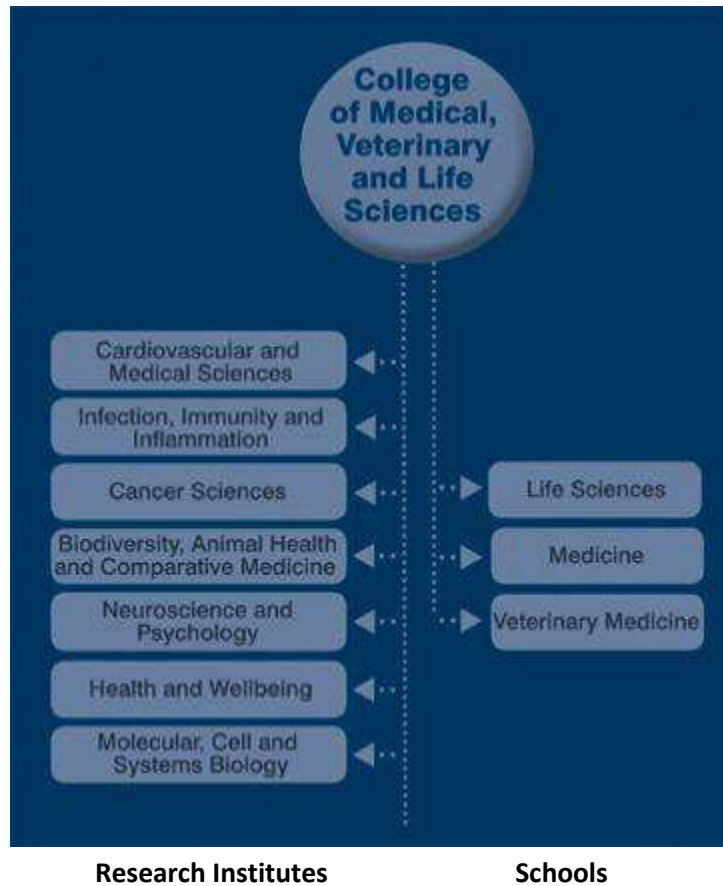


Figure 2.1: Structure of the College of Medical, Veterinary and Life Sciences (MVLS), UofG.

The Institute comprises a mix of Clinical (n=32), Non-Clinical Research and Teaching Staff (n=98), and Professional and Support (PS) Staff (n=60) (**Table 2.1**). This engenders a true “bench-top to bedside” approach to cancer research, enabling fundamental basic science to inform translational and clinical research programmes. All clinical staff have joint appointments with the NHS. The large number of PS Staff also reflects the substantial clinical trials workload in the Institute. Staff are located across 2 sites that are less than 2 miles apart and easily accessed by car, bike or public transport.

The Institute is unique within the College in that the bulk of research funding is from charitable sources, mainly CR-UK and Bloodwise. This means we have a high degree of public engagement, and a significant level of fundraising activity.

Table 2.1: Total number of staff by type and gender (data based on snapshot for 2015-16 academic session).

Staff Type	Female	Male	Total
Academic (including postdoctoral staff)	52 (53%)	46 (47%)	98
Clinical Staff	15 (47%)	17 (53%)	32
Professional and Support	44 (73%)	16 (27%)	60
Total	111 (58%)	79 (42%)	190

We currently have 82 PhD students, including those writing up and 42 students on the Postgraduate Taught (PGT) course (MSc in Cancer Sciences), launched in 2014 (**Table 2.2**). We do not coordinate any undergraduate courses.

Table 2.2: Numbers of PhD and MSc students by gender (data based on snapshot for 2015-16 academic session).

Student Type	Female	Male	Total
PhD	46 (56%)	36 (44%)	82
MSc	29 (69%)	13 (31%)	42

(232 words excluding figure and tables)

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

The Self Assessment Team (SAT) currently consists of 24 members (8M:16F). **Table 3.1** shows the ICS SAT membership. This includes the Institute Director and Deputy Director, clinical, research and teaching, technical and administrative staff of all career stages, and PhD students. The M:F ratio (33%:67%) of SAT members is slightly skewed in favour of female members compared with the overall M:F staff ratio (44%:56%). Therefore, we aim to encourage male representation on the SAT to at least 40% in the future (**SAT3.1**). Importantly, there is strong senior academic membership of the SAT (2 female, 4 male professors), and the SAT chair is a female clinical professor and member of the ICS Management Board (MB). The SAT also includes Institute PS staff. Additional key members of the SAT are the University Gender Equality Officer, College Athena SWAN Data Officer and the HR Manager for ICS. The membership has a diverse range of experiences in terms of career and work-life balance.

Table 3.1: Institute of Cancer Sciences Self Assessment Team.

Name Gender	Role	Contract	Full-time (FT) /Part-Time (PT)	Circumstances	Sub Group
Peter Adams M	Professor of Epigenetics	Research & Teaching	FT		Organisation & culture
Anne Best F	PG Administrator	MPA	PT		Picture of Dept – Student data
Alan Bilsland M	PDRA	Research	FT		Technical / Admin staff data
Mhairi Copland F	Professor of Translational Haematology, SAT chair	Clinical	FT		SAT Chair, Staff survey data, self-assessment
Joanne Edwards F	Senior Lecturer	Research	FT		Academic & Research staff – picture of the dept
Jeff Evans M	Professor of Translational Cancer Research and Director of ICS	Clinical	FT		Letter of endorsement, Management support
Katie Farrell F	Gender Equality	MPA	FT		All

	Officer			
Christina Halsey F	Senior Clinical Research Fellow	Clinical	FT	Flexible working & career breaks
Stacey Hoare F	Chief Technician / Laboratory Manager	Technical	FT	Technical / Admin staff data
Tessa Holyoake F	Professor of Experimental Haematology and Deputy Director of ICS	Clinical	FT	Career development
Lisa Hopcroft F	PDRA	Research	PT	Academic & research staff, Organisation & culture
Ross Kinstrie M	PDRA	Research	FT	Research staff data, career development
Eirini-Maria Lampraki F	PhD student	Research student	FT	Student data
Elaine Leung F	Clinical Research Fellow	Clinical	FT	Key career transition points
Iain McNeish F	Professor of Gynaecological Oncology	Clinical	FT	Key career transition points
Keilly MacDonald F	AS Data Officer	MPA	PT	All
Milly McAllister F	PhD student	Research student	FT	Student data, student survey data
Sylvia Morrison F	Head of Administration ICS	MPA	FT	Self-assessment, data, key career transition points, flexible working & career breaks, Picture of dept
Leena Mukherjee F	Clinical Research Fellow	Clinical	FT	On Maternity Leave – student data prior to commencing

				leave
Paul Shiels M	Professor of Cellular Gerontology	Research & Teaching	FT	Organisation & culture
Jiska van der Reest F	PhD student	Research student	FT	Student data, survey student data
Katrina Stevenson F	Research Technician	Technical	FT	Technical / Admin staff data
David Tedman M	HR Manager	MPA	FT	Institute HR Advisor
David Vetrie M	Senior Lecturer in Epigenetics	Research & Teaching	FT	Staff survey data
Helen Wheadon F	Senior Lecturer and Associate Dean of PGR for MVLS	Research & Teaching	FT	Student data, survey student data, career development

(ii) an account of the self-assessment process

Lessons from previous application:

This application is a resubmission after an unsuccessful Bronze application in November 2014. Although unsuccessful, the process was a huge learning curve and feedback we received in April 2015 has enabled us to identify weaknesses and make significant improvements to our practices (Table 3.2).

Table 3.2: Key lessons learnt from ICS 2014 Bronze application.

Lessons from 2014 application	Actions in 2016 process
Lack of representation of students and early career staff on our SAT	<ul style="list-style-type: none"> 3 PhD students, 2 clinical research fellows, 2 postdoctoral researchers, 1 clinical and 1 non-clinical lecturer have now joined the committee
Tables difficult to understand and graphs not included when describing the data; lack of SAT reflection and detailed analysis of results	<ul style="list-style-type: none"> Where possible graphs and pictorial representation have been included Tables have been extensively revised Much more detailed analysis of data employed
Failure to address the key transition point between Grades 8 and 9	<ul style="list-style-type: none"> SAT membership open to all on a volunteer basis with targeting to ensure all career stages were covered Focus group was run in February 2016 to better understand the issues at this key transition point and actions devised to address them

A lot of actions consist of data collection without proactive actions attached

- Improved IT systems and data collection
- Dedicated Athena Swan data officer is core member of SAT and this increased capacity has allowed the SAT to focus on more proactive actions

The action plan was not SMART

- Extensive review of action plan and focus on developing more "SMART" objectives
- Critical external review of application

SAT Process 2016:

After our initial 2014 Bronze application, the original SAT continued to meet bi-monthly from January to December 2015 to implement actions and subsequently evaluate the feedback and further investigate deficiencies in the application, together with identification of SMART objectives to take forward. In January 2016, all staff and PhD students in ICS were invited, via e-mail by the Institute Director, to volunteer for membership of the SAT. 14 new members joined the SAT as a result, with 10 original members continuing; Professor Mhairi Copland remained SAT chair.

The revised and expanded SAT which includes wider representation of staff grades and job families, as well as five highly committed PhD students (2 clinical and 3 non-clinical) has met monthly as a whole SAT (except July) since January 2016 to complete the self-assessment process and Action Plan, and also ensure that the Institute is continuing to drive the Athena SWAN agenda. Individual SAT subgroups met independently throughout the self-assessment process and fed back to the over-arching SAT at the monthly meetings. In addition, there were many informal meetings and e-mail discussions between SAT members to achieve specific tasks between meetings.

External Consultation and Learning from Best Practice:

The SAT chair attended ECU Athena SWAN Workshops in Manchester (2014) and Glasgow (2014 & 2015) and has interacted with the Athena SWAN JISC network. SAT members attended a talk by Professor Sally-Ann Cooper, Institute of Health and Wellbeing, UofG (Athena SWAN assessment panel member and Silver Department Award holder) and all SAT members have engaged with Athena SWAN-related events run within the UofG, including the Women in Research Network (WiRN). To support the Athena SWAN charter and its principles becoming embedded in the culture of ICS, the SAT chair is a full member of the ICS Management Board which meets every two months. The SAT Chair or a representative of the SAT also attends the College Gender Equality Committee, which brings together all SAT Chairs to discuss common challenges, co-ordinate common actions and share best and innovative practice.

In 2016, all staff, including clinical, research and teaching, and PS staff within ICS were consulted on-line using a modified version of the UKRC-WISE survey administered via Bristol Online Survey tool. 69% of staff (n=130) responded (56% of all male staff and 73% of all female staff responded, with 4 staff preferring not to disclose their gender). This high level of response was similar to our 2014 survey engagement (70%) and points to the continued drive to communicate Athena SWAN within the Institute. This survey was invaluable in highlighting areas for improvement within the Institute. The survey indicated that while the environment of ICS was inclusive for men and women, specific

areas for improvement included promotion, reward and recognition, Performance and Development Review (P&DR), allocation of work load, mentoring and improving social interactions across ICS during the working day. Compared to our 2014 survey (Section 7), there has been improvement in many areas (**Table 3.3**). However, we aim to continually improve in all areas. These areas will be covered in more detail later in this self-assessment document and Action Plan. A survey of PGR students was also undertaken (Section 7) in 2016 for the first time.

The SAT was split into working groups to analyse the data and prepare separate sections of the document and Action Plan; this was then harmonised by the SAT chair. Once completed, our draft document was peer-reviewed by members of the MVLS College Gender Equality Committee and University Gender Equality Steering Group and the University Gender Equality Officer. These comments helped us reflect on our key issues and focused our attention on the most appropriate actions to address them.

Table 3.3: Evidence for improved gender equality culture within ICS based on improved survey results from 2014 to 2016.

Questions in staff survey which demonstrated an increase in agreement of >10% or reduction in disagreement of >10% in the 2016 compared to the 2014 survey	
Q1	The atmosphere in the institute is inclusive for both women and men
Q2	Meetings within the Institute are generally scheduled to enable those with caring responsibilities to attend (e.g. between 10am and 4pm)
Q4	Work-related social activities are scheduled, where possible, to allow those with caring responsibilities to attend (e.g. staff parties, team building or networking events)
Q5	There are suitable social spaces for people to meet informally within the Institute
Q11	My workload allocation reflects my job description and is appropriate for my grade
Q13	Outreach/Public Engagement activities (e.g. participation in external science events for the general public or scientific engagement of school children) are given consideration in my overall workload
Q21	I am aware of the University promotion process and criteria
Q27	There has been useful support in the Institute at key transition points within my career

(iii) plans for the future of the self-assessment team

The SAT will continue to meet every 2 months to support the implementation and progress of the Action Plan. Within the over-arching SAT, working groups have been formed that will drive the actions that fall within their remit. The SAT chair will continue as a key member of the ICS MB and will report back progress on the Action Plan. The SAT chair will be rotated every 3 years from appointment (**SAT3.2**) and an open invitation for new SAT members will be extended annually to all staff and students (**SAT3.1**), including MSc students (**SAT3.3**). This will further promote and strengthen engagement with Athena SWAN within ICS.

An Athena SWAN annual report will be published to highlight the progress we have made (**SAT3.4**) and we will continue to develop the Athena SWAN section of our website to keep staff and students informed of progress, relevant information and policy amendments (**SAT3.5, CT5.4**).

We plan to re-administer our on-line survey every two years to not only measure the impact of our actions, but to also inform refinements of the Action Plan and identify future actions (**SAT3.6**).

Relevant actions:	
SAT3.1	Annual open invitation to join SAT from Director of Institute to all staff and students
SAT3.2	Rotation of SAT chair every 3 years
SAT3.3	Invite MSc Cancer Sciences class representative to join SAT
SAT3.4	Publish ICS Athena Swan activity annual report
SAT3.5	Quarterly update of Athena Swan section of ICS website
CT5.4	Raise awareness of Athena SWAN charter and ICS Athena SWAN initiatives through the student forum, SSLC, and other ICS student events
SAT3.6	Administer staff survey every 2 years

(1001 words)

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

- (i) Numbers of men and women on access or foundation courses

n/a

- (ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

n/a

- (iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

In 2014, ICS launched its first Postgraduate Taught (PGT) course; a full-time MSc in Cancer Sciences. Requests to study part-time on a modular basis would be considered and we will amend our web communications to reflect this (**PotD4.1**). A slight female bias is observed in programme applications (60% in 2014, 63% in 2015) resulting in more places being offered and accepted by females (See **Figure 4.1.1** & **Table 4.1.1**). This is comparable to the national picture, where a higher percentage of females graduate in life science subjects and on average, 57% of students studying for a PGT degree (full-time or part-time) are female (HESA, 2014-15 statistics). The number of students who commence the course does not always correlate to the offers as students often defer or are accepted onto a different programme. Many students also depend on external funding and where they do not secure this, they may decide not to take up their place. Completion rates were high with 100% and 95% of students obtaining their Postgraduate qualification in 2015 and 2016, respectively (**Table 4.1.2**).

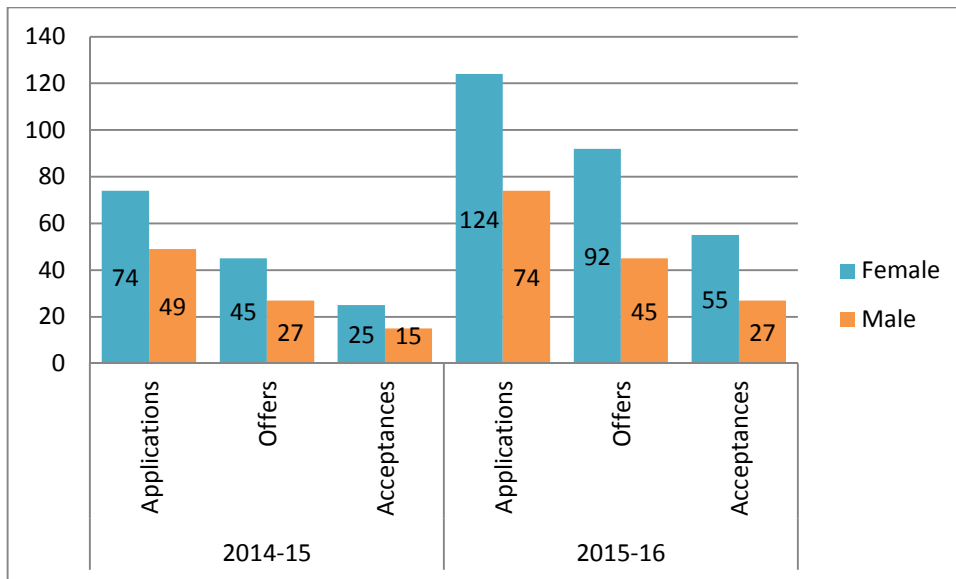


Figure 4.1.1: PGT Applications, Offers and Acceptances 2014-15 and 2015-16.

Table 4.1.1: PGT Applications, Offers and Acceptances 2014-15 and 2015-16.

		Female	% Female	Male	Total
2014-15	Applications	74	60%	49	123
	Offers	45	63%	27	72
	Acceptances	25	63%	15	40
2015-16	Applications	124	63%	74	198
	Offers	92	67%	45	137
	Acceptances	55	67%	27	82

Among PGT students a higher proportion of females achieved merit-level grades, 57% (2014-15) and 55% (2015-16) compared to 44% (2014-15) and 31% (2015-16) of males; only 1 student achieved distinction in 2014-15 and was female (**Figure 4.1.2**). Two males (16%) and 4 females (14%) achieved distinction in 2015-16. Two males achieved a Diploma in 2015/16 (completed 120 credit taught element of the course). On further investigation of this apparent gender disparity, women performed better in the research project course component. All students undertake a research skills module prior to their project to ensure they are equipped with the ethical, regulatory and research skills necessary to undertake the project. A large section of our female PGT cohort are international students who are self-selected high-achievers, our Action Plan will support these high-achieving female students into academic posts in the UK, to feed the pipeline. Additionally, through deeper analysis of the PGT programme we will explore reasons behind gendered differences in attainment (**PotD4.2**); our initial actions

following self-assessment include reviewing the way that male and female PGT student guidance is worded, particularly in relation to the research skills and project components (**PotD4.3**).

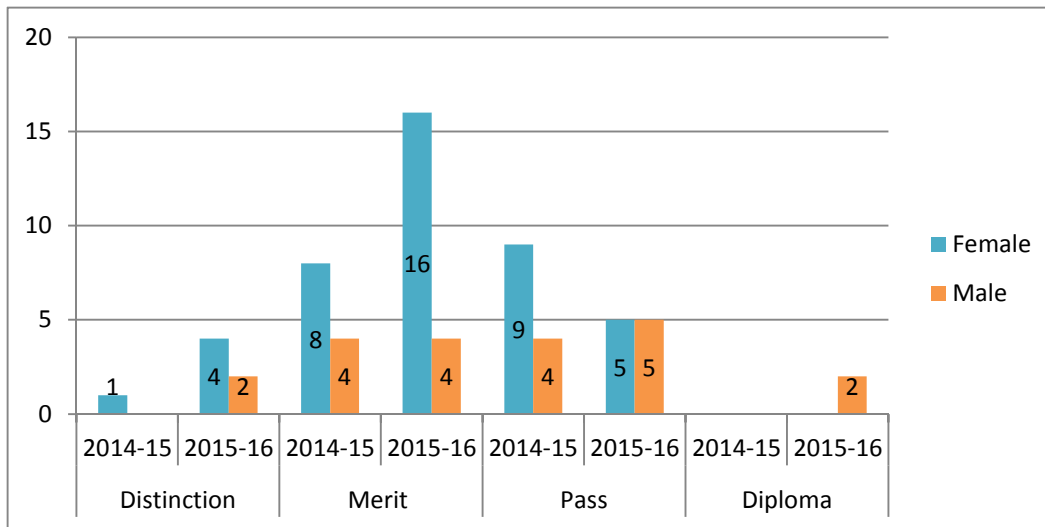


Figure 4.1.2: Number of MSc Cancer Sciences students obtaining distinction, merit, pass or diploma by gender (2014-15 and 2015-16).

Table 4.1.2: Number and percentage of MSc Cancer Sciences students obtaining distinction, merit, pass or diploma by gender (2014-15 and 2015-16).

		Distinction	Merit	Pass	Diploma	Total
2014-15	Female	1(6%)	8 (44%)	9 (50%)	0%	100%
	Male	0%	4 (50%)	4 (50%)	0%	100%
2015-16	Female	4 (16%)	16 (64%)	5 (20%)	0%	100%
	Male	2 (15%)	4 (31%)	5 (38%)	2 (15%)	100%

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

All Postgraduate Research (PGR) students enrolled within ICS are PhD students. The number remained fairly constant over the last 3 academic years (**Table 4.1.3**), with a gender bias in favour of women. The number of female part-time students has increased from 1 to 4 from 2013/14 to 2015/16. This is a positive reflection of the changing environment within ICS, with more awareness and acceptance surrounding flexible working and part-time studying, e.g. positive action statement on the ICS website.

Table 4.1.3: Total number of PGR students per year by gender.

Year	Female	% Female	Male	Part time	Total
2013-14	55	60%	37	1	92
2014-15	57	66%	30	2	87
2015-16	46	56%	36	4	82

These figures are in-line with the University application statistics for ICS with more females applying for PGR in 2013-2014 (51%F:49%M) and 2014-2015(57%F:43%M) (**Figure 4.1.3** and **Table 4.1.4**), although in 2015/16 more males applied (48%F:52%M) . It is difficult to correlate the University applicant data to intake. Not all applications for PGR were made through the University central process over the time period - many ICS PhD students are funded by external grants and therefore either apply directly to the Principal Investigator (PI) or through CR-UK. Our SAT has ensured that this data is now being recorded more accurately by the Graduate School and ICS, and the data captured showed marked improvement in 2015-16, we will continue to review this (**PotD4.2**). The marked increase in total applications in 2015-16 is due to this improved data collection.

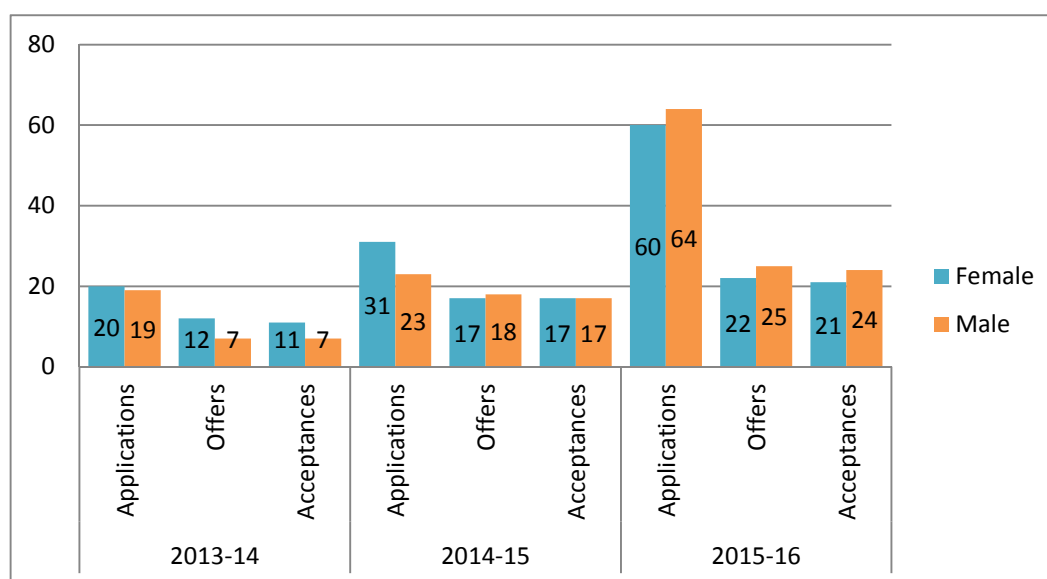


Figure 4.1.3: Number of PGR applications, offers and acceptances by gender.

Table 4.1.4: Total number of PGR 1st year intake per year in ICS.

Year	Female	% Female	Male	Total number 1 st year students
2013-14	14	64%	8	22
2014-15	11	42%	15	26
2015-16	6	67%	3	9

Fewer PGT students may start the course than are accepted, as they may defer or accept a programme at a different University. The number of 1st year students declined to 9 (from 26) last year due to a reduction in available funding. There are several new College initiatives to counteract this reduction with alternative sources of external funding being pursued and focussed international recruitment drives.

Completion rates for PGR are based on submission within 4 years of start date (**Figure 4.1.4**). These were consistently high for both males and females (**Figure 4.1.5**), with >85% completion rates for the two full years recorded.

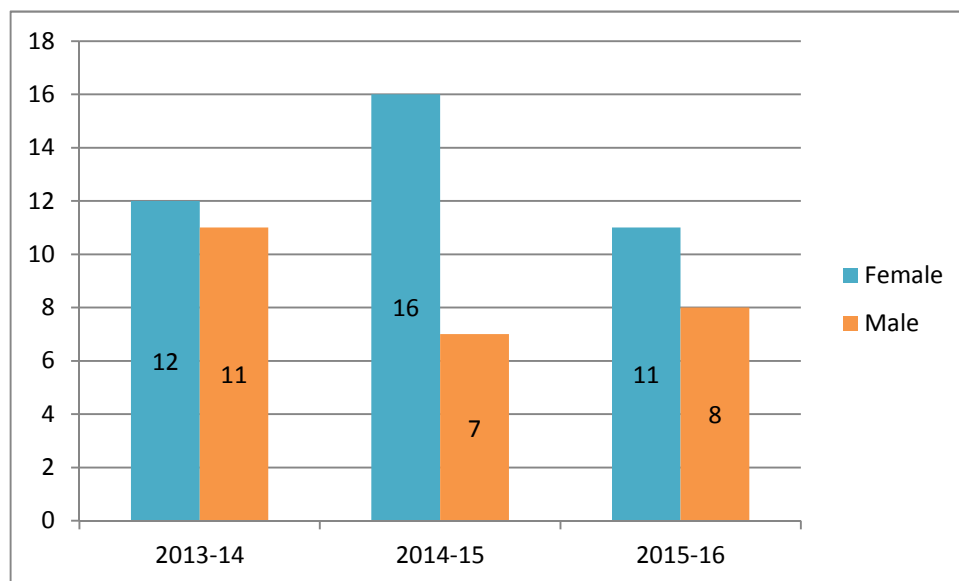


Figure 4.1.4: Number of PGR completions by gender.

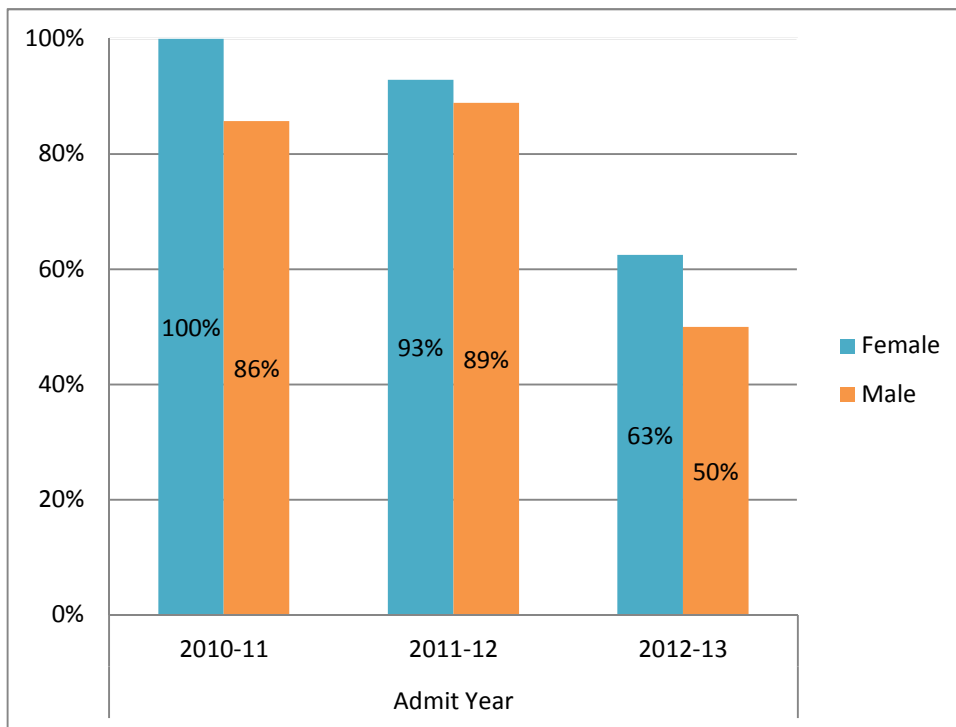


Figure 4.1.5. Percentage of PGR completions by gender, based on admission year. For those PGRs starting in 2012-13, the 4-year completion (submission) deadline may be up to September 2017 (depending on start date); therefore some data will be collected later in the current academic year (2016-17).

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

Analysis of the PGT to PGR transition demonstrates similar proportions of males and females at PGT and PGR levels. Our PGR student survey demonstrated that over half of our PGR students (53% female, 50% male) undertook a PGT course prior to their PhD.

As a result of feedback from our PGR SAT representatives over the last academic year, ICS has included several career-focussed sessions as part of the MSc Cancer Sciences course informing PGT students about PGR opportunities. In 2016, student attendance was 100%, demonstrating excellent engagement and enthusiasm for the initiative. Sessions include: a Q&A session with a PhD student as well as career workshops giving advice on CV/PhD applications. In the last 2 years ICS has also produced a Prospectus of PhD opportunities within ICS for any students wanting to continue their studies at UofG.

MVLS Graduate School also invites all the PGT students to a conversion event to learn about PGR opportunities and what is involved in undertaking a PhD (CD5.1). In addition PGT can take advantage of University one-to-one career sessions, invites to Institute seminars held throughout the year, Athena SWAN events, and the MVLS Career Fair. Going forward, we will collect information about the numbers of male and female PGT students attending these events (CD5.2).

Relevant actions:	
PotD4.1	Web communications about the MSc Cancer Sciences course will be amended to reflect the opportunity to study part-time on a modular basis
PotD4.2	Data capture & analysis of applications/offers/ completion rates/degree classification over the next 4 years to determine gender distribution
PotD4.3	Review the detailed written guidance given to all PGT students, and address any deficiencies that may be identified
CD5.1	Provide information to PGT course directors (at annual away day) about PGR conversion and events being held throughout the new academic year
CD5.2	Establish an ICS career specific programme of talks in collaboration with the careers service & external partners specific for PGT/PGR/ECR

4.2. Academic and research staff data

- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Non-clinical staff

The job role associated with each grade is explained in **Table 4.2.1**.

Table 4.2.1: Job roles and grades in ICS.

Grade	Job roles
6	Research assistant
7	Research associate
8	Lecturer / Research Fellow
9	Senior lecturer / Senior research fellow
Reader	Reader (N.B.: A reader post can be applied for via promotion, but is not always required for a Professorial post)
Professor	Professor

Within ICS, we have no teaching-only staff. Among non-clinical staff, there is a predominance of women in the lower research grades (6 to 8) (**Figure 4.2.1**). Concerningly, this switches to a predominance of males at higher grades (Grade 9 and above), and is most extreme at the Professor grade. The trends have remained stable over the last 3 years (**Figure 4.2.2** and **Table 4.2.2**). Compared to HESA Biosciences data,

we have a slightly higher proportion of women in Grades 6-8. Encouragingly, we see a higher proportion of women at Grade 8 (62%) compared to the HESA figure of 47% (Table 4.2.3). However this does not translate into an improved proportion of women at higher grades with an equivalent proportion at Grade 9/Reader (35%). Of additional concern is the finding that the number of women at Grade 9 has remained static over the 3 years evaluated, whereas the number of men has increased from 8 to 11. We currently perform very poorly at the non-clinical Professorial-level with no non-clinical female professors.

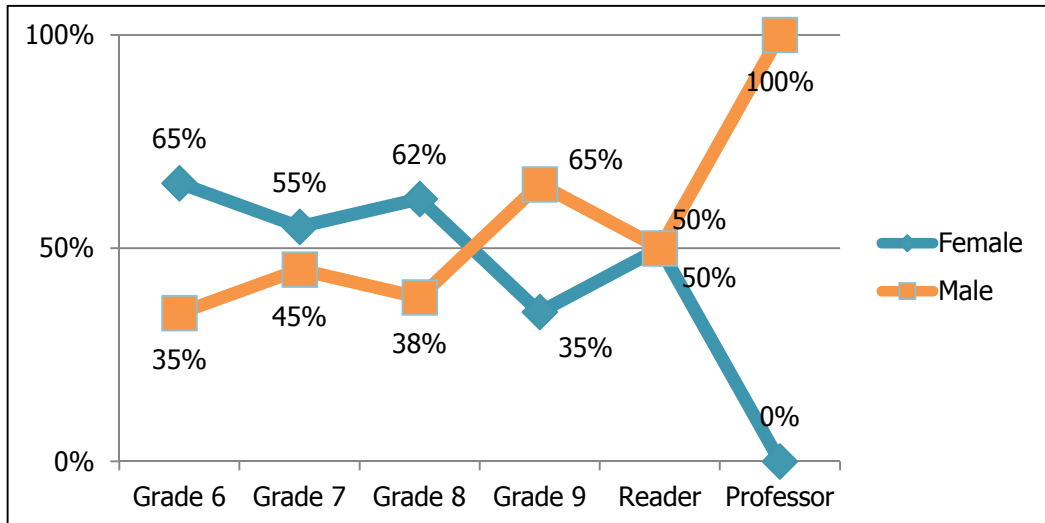


Figure 4.2.1: Snapshot of the non-clinical academic pipeline 2015-16 highlighting the predominance of women at lower grades and the predominance of men at senior grades, particularly the professorial grade.

Table 4.2.2: Non-clinical academic pipeline for the 3 years surveyed – 2013/14 to 2015/16. This demonstrates a static proportion of women at Grade 8 and a reduced proportion of women at Grade 9 over time. The absolute number of women at Grade 8 has steadily increased with the number of women at Grade 9 remaining stable.

NON-CLINICAL ACADEMIC PIPELINE	2013/14				2014/15				2015/16			
	Female		Male		Female		Male		Female		Male	
Grade 6	15	63%	9	37%	15	52%	14	48%	15	65%	8	35%
Grade 7	24	56%	19	44%	23	56%	18	44%	22	55%	18	45%
Grade 8	6	67%	3	33%	7	70%	3	30%	8	62%	5	38%
Grade 9	6	43%	8	57%	6	40%	9	60%	6	35%	11	65%
Reader	0	-	0	-	1	50%	1	50%	1	50%	1	50%
Professor	0	0%	6	100%	0	0%	6	100%	0	0%	4	100%
TOTAL	51	53%	45	47%	52	50%	51	50%	52	53%	47	47%

Figure 4.2.2: Academic pipeline 2014-2016 (non-clinical), highlighting the consistently higher proportion of women at lower Grades 6 to 8, and the reversal of this trend from Grade 9 and above. The most pronounced gender inequality is observed at the professorial grade.

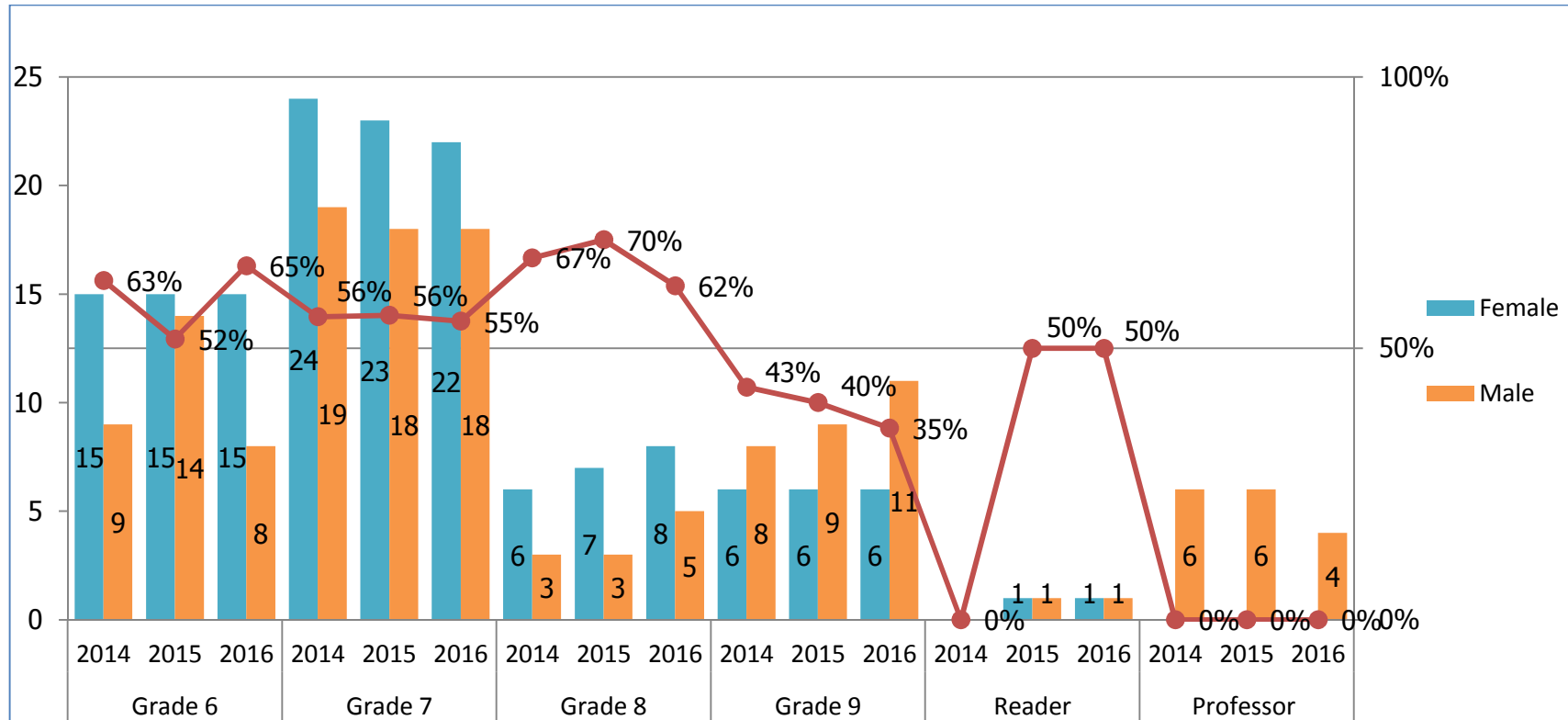


Table 4.2.3: Benchmarking of academic pipeline against HESA data.

NON-CLINICAL ACADEMIC PIPELINE	2015/16 % Female	
	ICS	HESA
Grade 6 /7 £23,586-£31,644	59%	55%
Grade 8 £31,645-£42,476	62%	47%
Grade 9/Reader £42,477-£57,032	35%	36%
Professor >£57,032	0%	21%

The data presented above highlight the serious issue we have with progression of women to Grade 9 and above. This is despite our staff data showing increased numbers of women at Grades 6-8 compared to the national average and our student data showing the consistently high achievement of our female postgraduate students. Addressing this imbalance is a major priority for ICS and is the main focus of our Action Plan. Enhanced support will be provided by targeting areas of deficient practice that may disproportionately affect the career progression of females compared to males (as described in Section 5 below). We will address the mentoring, support, and role models for early career researchers (ECRs; Grades 6 to 8), sensitive to gendered considerations (including **CO5.1**, **CO5.10**, **CD5.11**, **CD5.17**), and encourage activities to support promotion, mindful of the specific issues that disproportionately impact women at career bottlenecks (**CD5.4**). We will also do more to encourage applications from females for senior posts at recruitment (**CD5.3**).

Relevant actions:	
CO5.1	Provide inspirational role models for all staff
CO5.10	Incorporate consideration of challenges of maintaining work/life balance into research culture of the Institute
CD5.11	Establish a representative ICS mentorship scheme for all post-doc/ECR academic staff
CD5.17	Establish a Grant Application Clinic (GAC) open to all academic staff but prioritising post-docs/ECRs where there is a leak in the pipeline from Grade 8-9, which coincides with transition from postdoc to independent researcher
CD5.3	Include a positive action statement, committing to Athena SWAN charter, to all advertisements for ICS job vacancies
CD5.4	Continue to run annual promotions workshop within ICS, specifically focussing on the promotion criteria for each transition

Clinical staff

Clinical Research Fellows (CRFs) are PhD students with a clinical background, accounting for the high numbers at this grade (**Table 4.2.4**). A clinical lecturer is the equivalent of a postdoctoral research fellow (0.2FTE in academia, 0.8FTE in clinical training). Almost all

CRFs return to clinical practice for a period following completion of their PhD in order to complete specialty training. Thus transition from CRF to clinical lecturer is a key step in the pipeline, but is limited by a lack of funded posts. Above the clinical lecturer grade, the number of females falls off rapidly, with few women at Clinical Senior Lecturer (CSL) grade or above. The pattern is similar over each of the 3 years reported. In comparison to national figures¹, our proportion of women at Clinical Lecturer and CSL grades are similar, and very modestly better at Clinical Professor, but there is clearly huge potential for improvement (Table 4.2.5 and Figure 4.2.3).

Table 4.2.4 Clinical academic pipeline for the 3 years surveyed – 2013-14 to 2015-16. This demonstrates the stable proportions of women at each grade over the period.

CLINICAL ACADEMIC PIPELINE	2013-14				2014-15				2015-16			
	Female		Male		Female		Male		Female		Male	
Clinical Research Fellow	13	68%	6	32%	14	67%	7	33%	9	56%	7	44%
Clinical Lecturer	2	50%	2	50%	2	50%	2	50%	2	100%	0	0%
Clinical Reader/CSL/Snr RF	1	14%	6	86%	2	29%	5	71%	2	33%	4	67%
Clinical Professor	2	29%	5	71%	2	29%	5	71%	2	25%	6	75%
TOTAL	18	49%	19	51%	20	51%	19	49%	15	47%	17	53%

Table 4.2.5: Benchmarking of clinical academic pipeline against National Comparator¹.

CLINICAL ACADEMIC W/NATIONAL BENCHMARK	2013-14		2014-15		2015-16		National	
	Female	Male	Female	Male	Female	Male	Female	Male
Clinical Lecturer	50%	50%	50%	50%	100%	0%	42%	58%
Clinical Reader/CSL/Snr RF	14%	86%	29%	71%	33%	67%	33%	67%
Clinical Professor	29%	71%	29%	71%	25%	75%	18%	82%
TOTAL	49%	51%	51%	49%	47%	53%	28%	72%

The low proportion of senior clinical female staff is very worrying. A major bottleneck is the lack of availability of clinical lecturer posts. Getting more clinicians into clinical lecturer posts and retaining them within the academic career pathway once clinical training is complete (CSL level) is key to improving these statistics (CT5.5). This is a critical issue for ICS and a priority for our Action Plan. The above actions for non-clinical staff are relevant. We will also implement mentoring and career advisory panels for CRFs and clinical lecturers to provide support for staff wishing to remain in academia, and support fellowship applications which will lead to promotion to CSL level (CD5.11, CD5.12, CD5.17).

¹ Medical Schools Council (2015) *A Survey of Staffing Levels of Medical Clinical Academics in UK Medical Schools as at 31 July 2014*

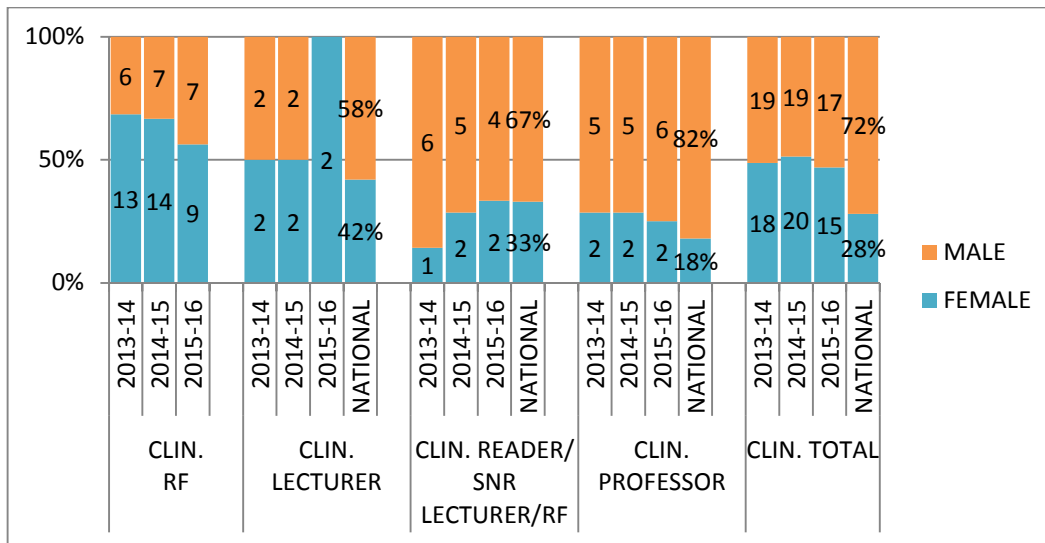


Fig. 4.2.3: Clinical Academic Pipeline 2013-14 – 2015-16 with National Comparator.

Relevant actions:

- CT5.5** Apply to West of Scotland Deanery and CATAC to request additional clinical lecturer posts in haematology, medical oncology and clinical oncology
- CD5.11** Establish a gender balanced mentorship scheme for all post-doc/ECR academic staff
- CD5.12** Extend the successful clinical haematology research subgroup model to benefit all medical trainees within ICS
- CD5.17** Establish a Grant Application Clinic (GAC) open to all academic staff but prioritising post-docs/ECRs where there is a leak in the pipeline from Grade 8-9, which coincides with transition from postdoc to independent researcher

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

As at 2015-16, there are 131 academic members of staff working within the institute, 17% of these are on fixed-term contracts, 54% are on open-ended with funding-end-date (open-ended-FED) contracts and 29% are on open-ended contracts. Within this research-focussed institute, the majority of staff are grant-funded. Although a significant proportion of staff are on fixed-term contracts, we are moving towards more open-ended-FED contracts for staff on funded posts. These tend to last the life of the research project to which staff are recruited, and offer more security than rolling fixed-

term contracts. Currently, fixed-term contracts are used for maternity cover and early career clinical academics. No ICS staff are on a zero-hour contract.

Institute policy on continuity and redeployment

Within ICS, every effort is made to secure funding to extend contracts of staff on grant-funded positions, however it is not always possible to guarantee that posts will remain funded. In order to address this, the University operates a redeployment scheme, the Job Seekers Register (JSR) as an integral part of the recruitment system. Prior to going to general advert, individuals on the JSR are considered for any new post, and interviewed before external advertisement if they fulfil the essential criteria for the new post.

Non-clinical staff

The percentage of staff on fixed-term contracts has fallen from 9% to 4% from 2013-14 to 2015-16. This has been associated with a modest increase in the proportion of staff on open-ended-FED contracts which has risen from 72% to 75% over the same period. The proportion of staff on open-ended contracts has remained relatively static: 19%, 20% and 20% over the 3 year period (see **Tables 4.2.6** and **Figure 4.2.4**). The percentage of men on fixed-term contracts has reduced from 9% in 2013-14 to 0% in 2015-16, whereas, although the percentage of women on fixed-term contracts has reduced, a few women remain on this contract type. Due to the higher numbers of women in more junior grades (6-8), there are slightly higher proportions of women than men on open-ended-FED contracts. Consequently, the proportion of women on open-ended contracts is also less than it is for men (12-15% versus 26-27% over the 3 years studied; **Table 4.2.6**). Encouragingly, the absolute number of women on open-ended contracts has increased from 6 to 8 over the period (**Table 4.2.6**). Further detail is provided in **Table 4.2.7** and **Figures 4.2.5-7** which show contract type by grade and gender.

Table 4.2.6: Numbers and percentages of non-clinical staff on each contract type by gender.

CONTRACT TYPE	2013-14		2014-15		2015-16	
	Female	Male	Female	Male	Female	Male
Fixed Term	5 (10%)	4 (9%)	6 (11%)	2 (4%)	4 (8%)	0 (0%)
Open Ended w/FED	40 (78%)	29 (64%)	39 (75%)	35 (69%)	40 (77%)	35 (74%)
Open Ended	6(12%)	12 (27%)	7 (14%)	14 (27%)	8 (15%)	12 (26%)
Total	51 (100%)	45 (100%)	52 (100%)	51 (100%)	52 (100%)	47 (100%)

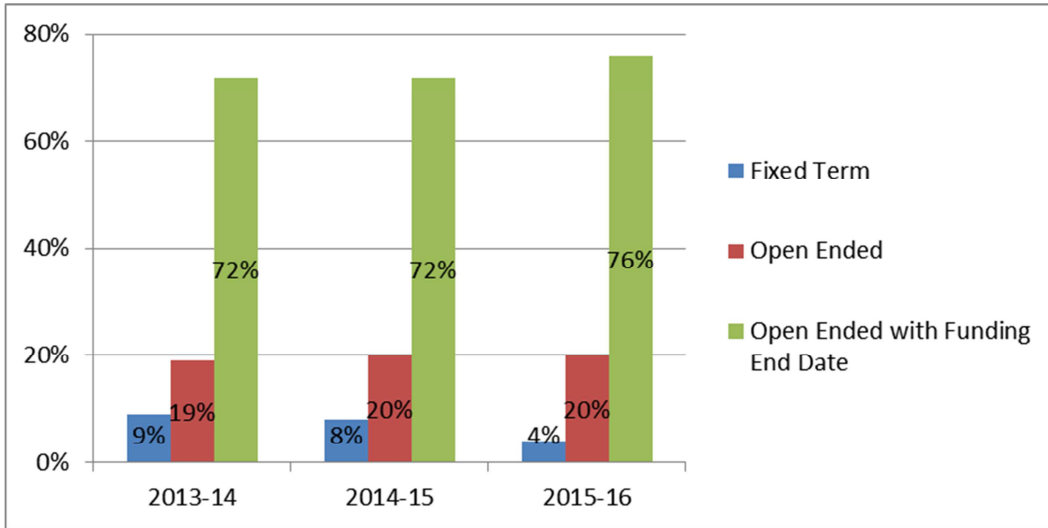


Figure 4.2.4: Percentage of non-clinical staff on each contract type by gender.

Table 4.2.7: Number of non-clinical staff on each contract type by grade and gender.

		2013-14			2014-15			2015-16		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
Fixed Term	GRADE 6	1 (2%)	0	1 (1%)	1 (2%)	0	1 (1%)	1 (2%)	0	1 (1%)
	GRADE 7	4 (8%)	4 (9%)	8 (8%)	5 (10%)	2 (4%)	7 (7%)	3 (6%)	0	3 (6%)
Open Ended	GRADE 7	0	0	0	1 (2%)	0	1 (1%)	1 (2%)	0	1 (1%)
	GRADE 8	2 (4%)	1 (2%)	3 (3%)	2 (4%)	1 (2%)	3 (3%)	2 (4%)	1 (2%)	3 (3%)
	GRADE 9	4 (8%)	5 (11%)	9 (9%)	3 (6%)	6 (12%)	9 (9%)	4 (8%)	6 (13%)	10 (10%)
	READER	0	0	0	1 (2%)	1 (2%)	2 (2%)	1 (2%)	1 (2%)	2 (2%)
	PROFESSOR	0	6 (13%)	6 (6%)	0	6 (12%)	6 (6%)	0	4 (8%)	4 (4%)
Open Ended with FED	GRADE 6	14 (27%)	9 (20%)	23 (24%)	14 (27%)	14 (27%)	28 (27%)	14 (27%)	8 (17%)	22 (22%)
	GRADE 7	20 (39%)	15 (33%)	35 (36%)	17 (33%)	16 (31%)	33 (32%)	18 (35%)	18 (38%)	36 (36%)
	GRADE 8	4 (8%)	2 (4%)	6 (6%)	5 (10%)	2 (4%)	7 (7%)	6 (12%)	4 (8%)	10 (10%)
	GRADE 9	2 (4%)	3 (7%)	5 (5%)	3 (6%)	3 (6%)	6 (6%)	2 (4%)	5 (11%)	7 (7%)
	TOTAL	51 (100%)	45 (100%)	96 (100%)	52 (100%)	51 (100%)	103 (100%)	52(100%)	47(100%)	99 (100%)

Footnote: Due to rounding, not all % columns add up to 100%.

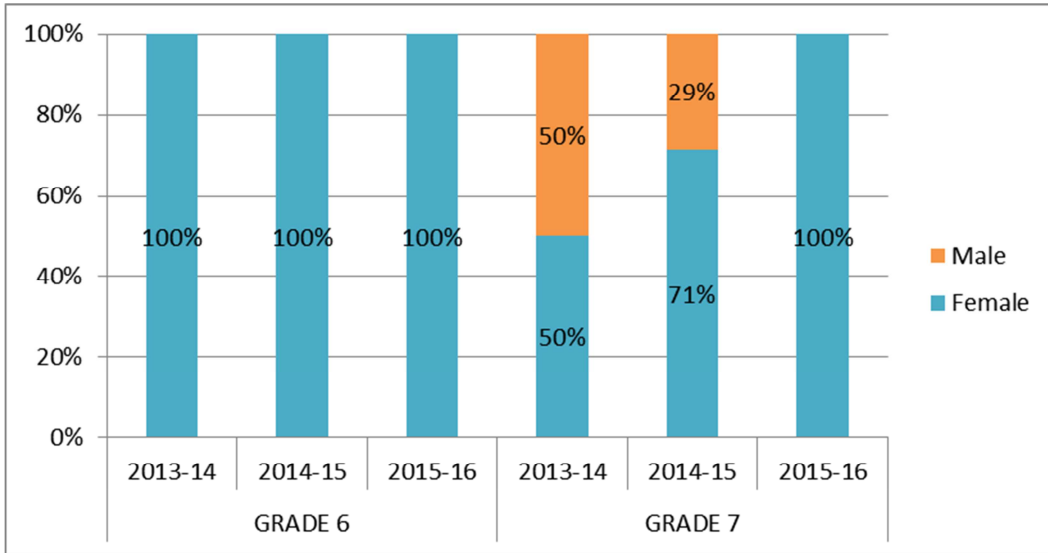


Figure 4.2.5: Percentage of staff on a fixed-term academic contract by grade and gender.

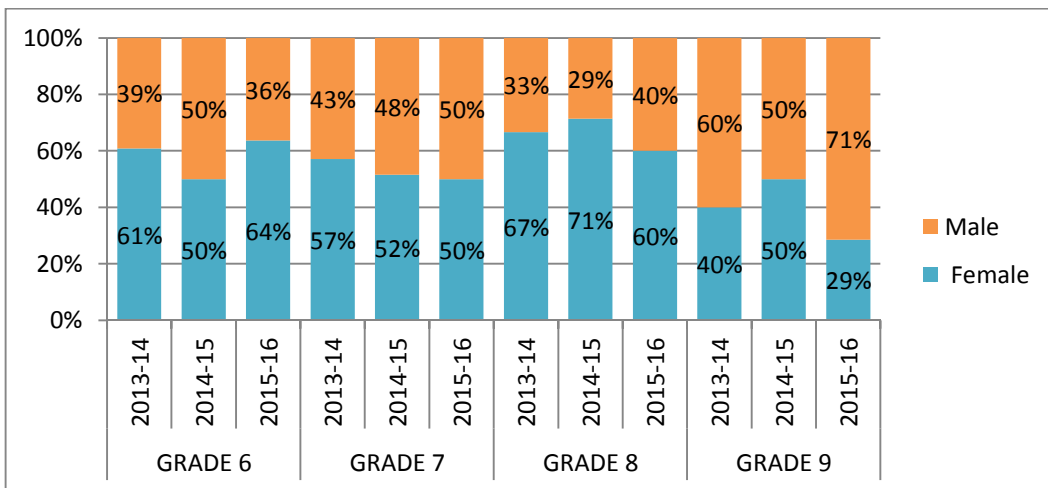


Figure 4.2.6: Percentage of staff on open-ended with funding end date academic contracts by grade and gender.

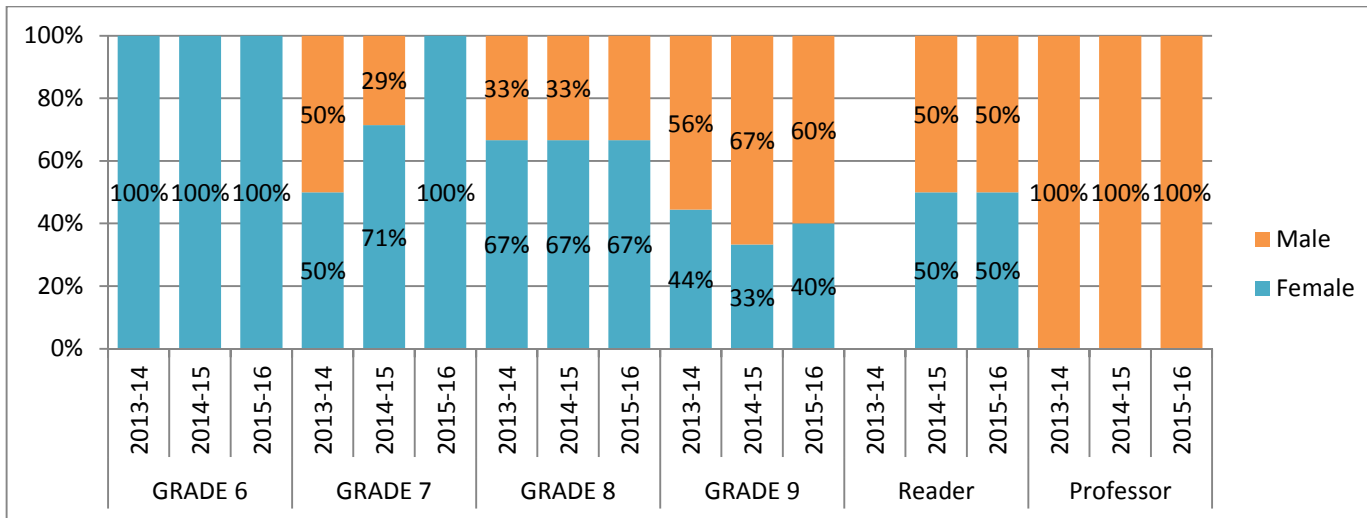


Figure 4.2.7: Percentage of staff on open-ended academic contracts by grade and gender.

Clinical staff

CRFs are engaged on a fixed-term basis while they undertake their PhD. This is always on the understanding that they will return to the NHS to complete clinical training at the end of their research degree. **Tables 4.2.8-9** and **Figure 4.2.8** show the numbers of clinical staff on different contract types. For purpose of comparison, given low numbers of open-ended-FED contracts for clinical academics, these are merged with fixed-term contracts (**Table 4.2.9** and **Figure 4.2.8**). As there is a slight predominance of women in the CRF grade, there is a consistently higher proportion of women on fixed-term funding. The proportion of women on open-ended contracts is consistently lower (25%) due to the gender imbalance at senior clinical grades. Our actions to support the progression of female clinical academics will help to improve the proportions of females on open-ended contracts (**CT5.5, CD5.11, CD5.12, CD5.17**).

Table 4.2.8: Number of clinical academic staff on each contract type by gender.

CONTRACT TYPE	2013-14		2014-15		2015-16	
	Female	Male	Female	Male	Female	Male
Fixed Term	15	9	16	8	11	9
Open Ended w/FED	1	0	0	1	0	0
Open Ended	3	10	4	9	4	8

Table 4.2.9: Percentage of clinical academic staff on each contract type by gender.

YEAR	FIXED TERM FUNDING					OPEN ENDED (PERM. FUNDING)				
	Female		Male		TOTAL	Female		Male		TOTAL
2013-14	15	62%	9	38%	24	4	29%	10	71%	14
2014-15	16	67%	8	33%	24	4	29%	10	71%	14
2015-16	11	55%	9	45%	20	4	29%	10	71%	14

Relevant actions:

CT5.5	Apply to West of Scotland Deanery and CATAC to request additional clinical lecturer posts in haematology, medical oncology and clinical oncology
CD5.11	Establish a gender balanced mentorship scheme for all post-doc/ECR academic staff
CD5.12	Extend the successful clinical haematology research subgroup model to benefit all medical trainees within ICS
CD5.17	Establish a Grant Application Clinic (GAC) open to all academic staff but prioritising post-docs/ECRs where there is a leak in the pipeline from Grade 8-9, which coincides with transition from postdoc to independent researcher

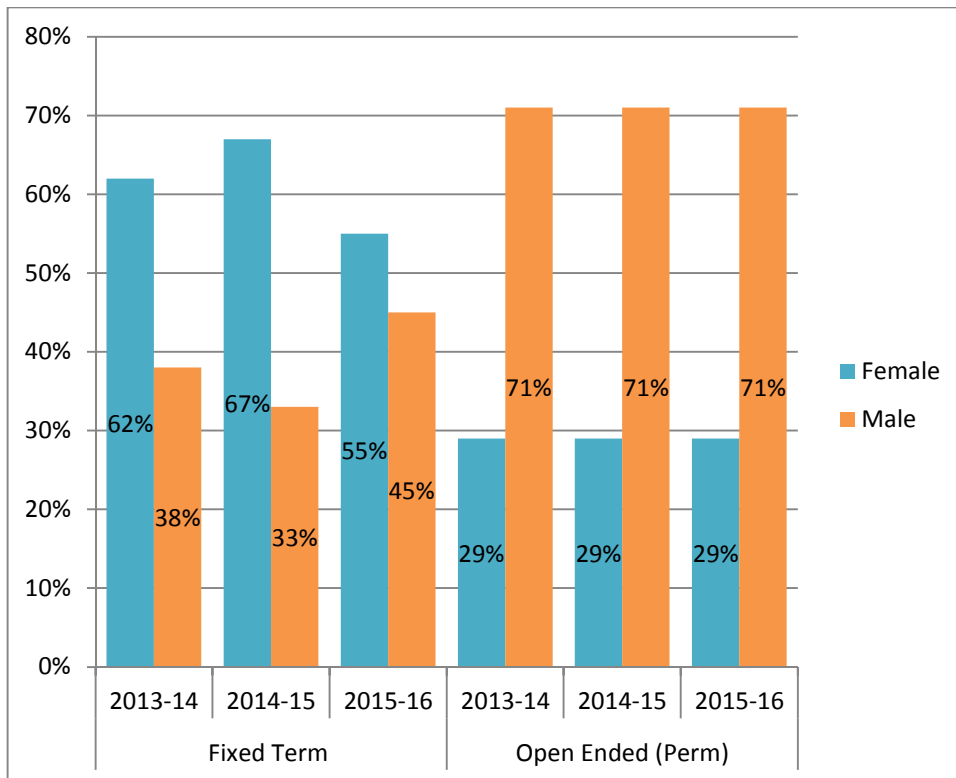


Figure 4.2.8: Clinical Academic Staff by Contract Type and Gender 2013-14 – 2015-16.

(iii) [Academic leavers by grade and gender and full/part-time status](#)

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Non-clinical staff

When staff indicate their intention to leave, or if a contract comes to an end, this is registered through a manager’s “leaver request” on University’s HR Core system. **Table 4.2.10** and **Figure 4.2.9** show the numbers of staff who left ICS, broken down by grade and gender. All 4 part-time staff leaving ICS were female; all left at funding-end-date (3 staff on open-ended-FED and 1 on fixed-term contracts).

Table 4.2.10: Numbers of non-clinical staff leaving ICS by grade, gender and full/part-time status.

		2013-14		2014-15		2015-16	
		Female	Male	Female	Male	Female	Male
Grade 6	Full time	1	0	1	2	7	1
	Part time	2	0	1	0	0	0
Grade 7	Full time	4	5	1	2	1	1
	Part time	-	-	-	-	-	-
Grade 8	Full time	-	-	-	-	0	2
	Part time	-	-	-	-	1	0
Grade 9	Full time	-	-	-	-	0	1
	Part time	-	-	-	-	-	-
Professor	Full time	-	-	-	-	0	2
	Part time	-	-	-	-	-	-

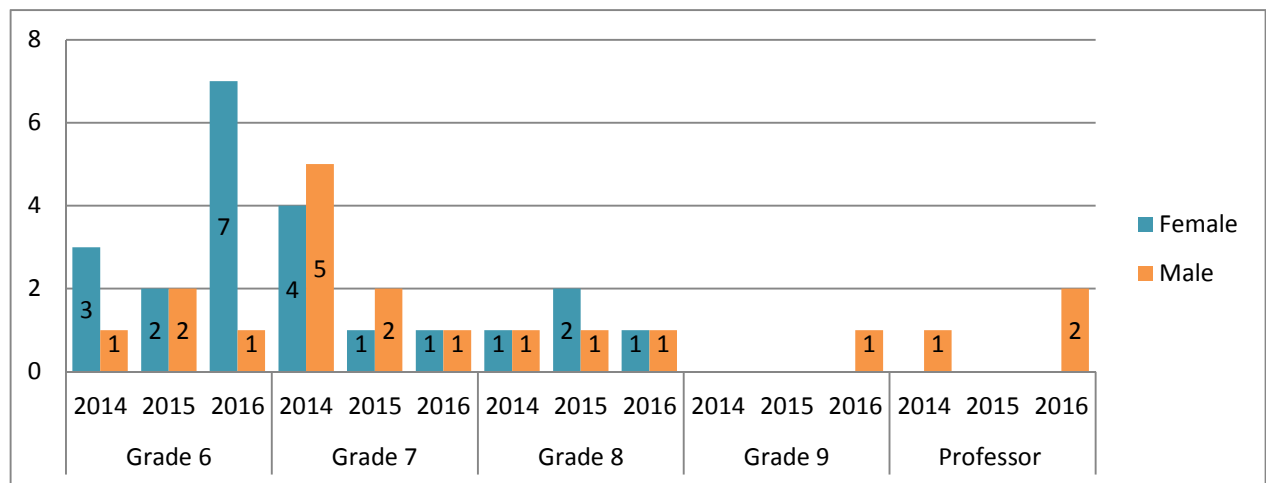


Figure 4.2.9: Non-clinical leavers by gender, 2014-16.

There appears to be a gender difference in the Grade 6 figures, with 12 female staff leaving in the period as compared to just 4 male staff. The figures appear more gender balanced at Grade 7, although there is a slight predominance of women at this grade, turnover has been low in the last 3 years. At Grade 8 and above, 5 men left full-time positions; no women left senior positions during the 3 years analysed.

The reasons staff left ICS are shown in **Table 4.2.11**. There is a trend for more women than men to leave at the end of a contract, reflecting higher numbers of women on contracts with an end-date. The “leaver request” on the HR Core system captures some information on destination of leavers where this is known. This includes the geographical location, and the type of institution to which the leaver is going. Data was captured for 16 Research and Teaching (10 women, 6 men). There is little evidence of any bias with respect to gender, with destination information distributed across both genders (**Table 4.2.12**). There is little data to consider in the two years previous (six and three staff for 2014 and 2015, respectively); we are often hindered by a lack of information (i.e., “Not known” response) for both genders. To counter this, we will instigate an exit interview within ICS to improve data on destinations (**CD5.4**).

Table 4.2.11: Reasons given for leaving ICS by gender, 2013-14 - 2015-16.

YEAR	LEAVERS - REASONS	Female	Male
2013-14	END OF CONTRACT*	5	2
	RESIGNATION*	2	3
2014-15	END OF CONTRACT	1	2
	RESIGNATION	2	2
2015-16	END OF CONTRACT	7	1
	RESIGNATION	3	5
	OTHER	0	1

Table 4.2.12: Destination of non-clinical staff leaving ICS.

		2013-14		2014-15		2015-16	
		Female	Male	Female	Male	Female	Male
Clinical	NHS/General Medical Practice	-	-	1	1	4	1
	Not Known	1	2	-	-	-	-
	Research Institute (Private)	-	-	-	-	0	1
	Public Sector Organisation	-	-	-	-	1	0
Academic	NHS/General Medical Practice	1	0	0	1	-	-
	Not Known	6	5	3	1	4	3
	Not in Regular Employment	-	-	0	1	-	-
	Research Institute (Public)	-	-	0	1	2	1
	Registered as a Student	-	-	-	-	1	0
	Another Education Institution	-	-	-	-	2	1
	Public Sector Organisation	-	-	-	-	0	1
	Working in Higher Education	-	-	-	-	0	1
Working in the Private Sector	-	-	-	-	1	0	

Relevant actions:

CD5.4 Improve information about destination of ICS leavers via exit interview

Clinical staff

All clinical academic leavers during the period were working full-time hours. Across all years, all leavers were CRFs or clinical lecturers. In 2013-14, one male CRF resigned to work in a private research institute and one female CRF left to work in another public sector organisation following completion of her PhD. In 2014-15, both leavers were CRFs returning to the NHS to complete clinical training. In 2015-16, 6/7 leavers were CRFs returning to the NHS to complete training (**Table 4.2.13**). The remaining male leaver resigned to take up a consultant post in the NHS.

Table 4.2.13: Reasons for clinical staff leaving ICS.

YEAR	LEAVERS - REASONS	Female	Male
2013-14	END OF CONTRACT*	0	1
	RESIGNATION*	1	1
2014-15	END OF CONTRACT	1	1
2015-16	END OF CONTRACT	5	1
	RESIGNATION	0	1

*DESTINATION NOT KNOWN/NOT DISCLOSED

(2431 words)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

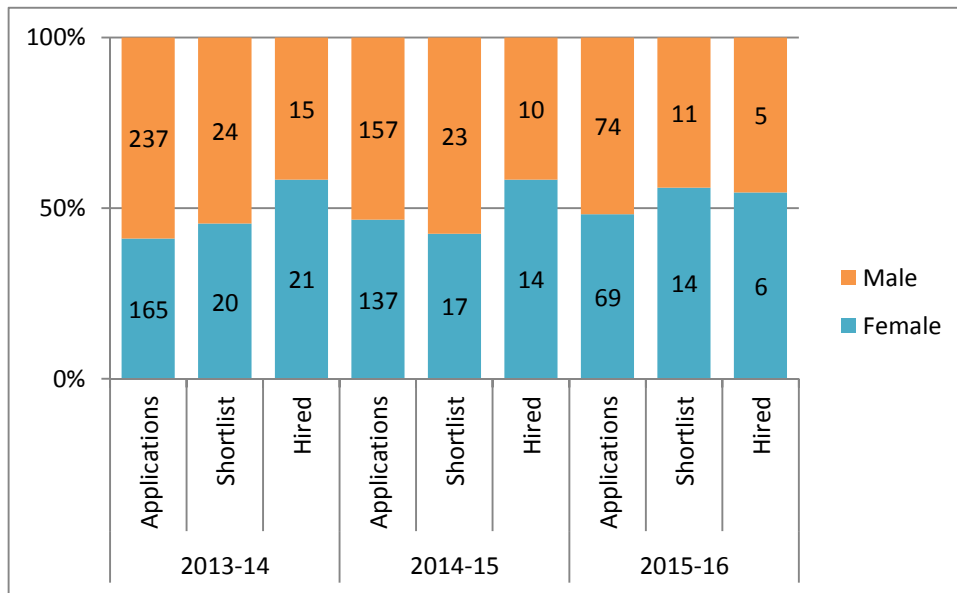
Table 5.1.1 shows the number of positions advertised for each year for non-clinical staff. For clinical staff, 3 CRF positions were advertised each year, and one clinical lecturer position in 2013-14 and 2015-16 only. No senior clinical staff positions have been advertised in the last 3 years. One female CSL transferred from another research institute within the University.

Table 5.1.1: Number of positions advertised for non-clinical staff by grade.

	2013-14	2014-15	2015-16
Grade 6	6	10	5
Grade 7	11	14	10
Grade 8	1	3	2
Grade 9	7	2	1
Professor	1	0	0

The Institute appointed 36 non-clinical staff in 2013-14, 24 in 2014-15 and 11 in 2015-16 (**Figure 5.1.1**). Recruitment was higher during 2013-14 and 2014-15 due to the opening of the CR-UK Glasgow Centre and WWCRC. The data show that the proportion of women remained relatively stable across all three categories: applicants 43-48%; interviewees 49-56% and appointees 55-62%. The majority of posts appointed have been Grade 6/7. Grade 6 appointments have risen from 60% female to 100% female, while Grade 7 appointments have remained reasonably stable at 63%, 50% and 57% over the period (**Table 5.1.2**). At more senior levels, numbers are small; however, 40% (2/5) of Grade 8 and 25% (1/4) of Grade 9 appointees were female. No professorial positions have been advertised in the last 3 years. These data suggest that there is potential gender disparity at senior levels of appointment, possibly through failure to attract female senior applicants (**CD5.3, FW5.1**).

Figure 5.1.1: Recruitment of non-clinical staff from 2013 – 2016, broken down by gender and also divided into applications, interviews and appointments (hired).



The Institute appointed 5 clinical staff members in 2013-14, 6 in 2014-15 and 5 in 2015-16 (**Figure 5.1.2, Table 5.1.3**). Although the numbers are low, the ratio of male to female applicants, interviewees and appointees appear balanced over the period. There have been no appointments at CSL level or above in the last 3 years.

Figure 5.1.2: Recruitment of clinical staff from 2013 – 2016, broken down by gender and also divided into applications, interviews and appointments.

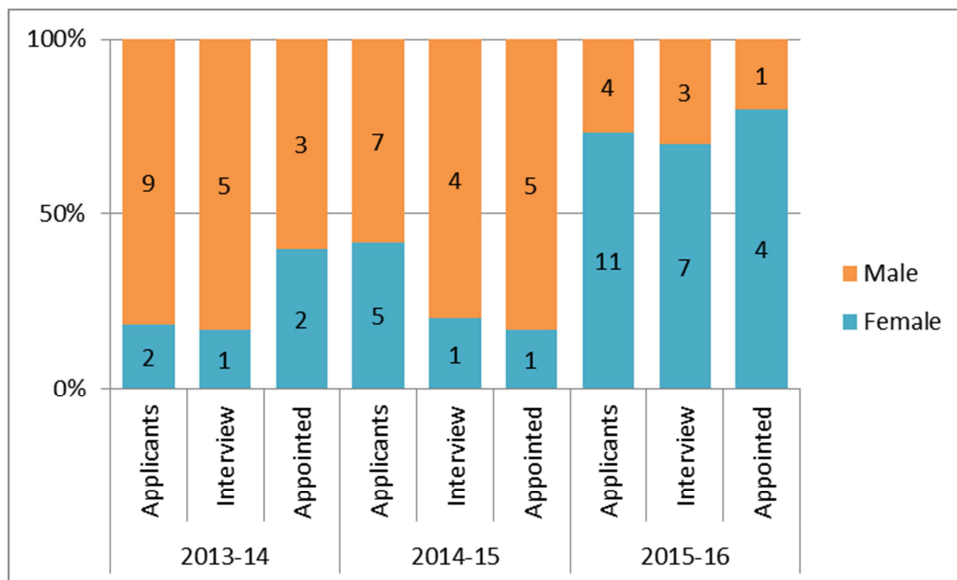


Table 5.1.2: Number of applicants, interviewees and appointees by grade and gender for non-clinical staff for ICS positions.

		2013-14			2014-15			2015-16		
		Female	% Female	Male	Female	% Female	Male	Female	% Female	Male
Grade 6	Applications	39	38%	64	61	42%	83	20	59%	14
	Shortlist	9	45%	11	4	27%	11	3	75%	1
	Hired	6	60%	4	8*	67%	4	2	100%	0
Grade 7	Applications	114	43%	152	76	51%	74	48	45%	59
	Shortlist	10	56%	8	13	52%	12	11	55%	9
	Hired	12*	63%	7	6	50%	6	4	57%	3
Grade 8	Applications	7	35%	13	-	-	-	-	-	-
	Shortlist	0*	0%	3	-	-	-	-	-	-
	Hired	2	50%	2	-	-	-	0	0%	1
Grade 9	Applications	5	38%	8	-	-	-	1	50%	1
	Shortlist	1	33%	2	-	-	-	0	0%	1
	Hired	1	33%	2	-	-	-	0	0%	1

*The higher number of hired staff than shortlisted staff is because of named appointments.

Table 5.1.3: Number of applicants, interviewees and appointees by gender for clinical staff for ICS positions.

		2013-14			2014-15			2015-16		
		Female	% Female	Male	Female	% Female	Male	Female	% Female	Male
Clinical Research Fellow	Applications	2	29%	5	5	42%	7	8	67%	4
	Shortlist	1	25%	3	1	20%	4	5	63%	3
	Hired	2*	50%	2	1	17%	5*	2	67%	1
Clinical Lecturer	Applications	0	0%	4	-	-	-	3	100%	0
	Shortlist	0	0%	2	-	-	-	2	100%	0
	Hired	0	0%	1	-	-	-	2	100%	0

*The higher number of hired staff than shortlisted staff is because of named appointments.

The University has implemented comprehensive procedures to ensure gender-neutrality with respect to recruitment in the Athena SWAN Action Plan (Action 2.2.1(i) in their recently renewed Bronze award). At an Institute level, we will ensure that a commitment to Athena SWAN is included in ICS job adverts (**CD5.3**). Interview panels are arranged prior to advert closing dates and shortlisting, and policy now mandates that at least one member of each sex is represented on panels and all panel members have up-to-date Equality and Diversity (E&D) training (**CT5.1**). To ensure that this is implemented in practice in our institute, a list of approved panel members will be updated quarterly to identify those ICS staff with the required training. This is further supported by regular checks regarding E&D completion of all staff within ICS (**CO5.5**).

Relevant actions:	
CD5.3	Include a positive action statement, committing to Athena SWAN charter, to all advertisements for ICS job vacancies
FW5.1	Create an ICS family-friendly information pack (FFIP). Promote these policies via ICS staff forum. Further increase awareness of ICS family-friendly policies and provide peer support with regular family-friendly coffee mornings
CT5.1	Compile a list of approved interview panel members
CO5.5	Implement operational procedures to engage with staff and embed Athena SWAN related activity into working practices (including P&DR appendix and increase in E&D completions)

(ii) **Induction**

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Prior to new staff members commencing in post, their line manager is sent an Induction Checklist by HR, covering all actions that need to be in place before the appointee can start. The staff survey of 2014 revealed a gender difference, with 38% male staff indicating that induction did not meet their needs, compared to 24% female staff. As a result, the Institute took action to improve induction processes. A group staff induction meeting is held on the first Tuesday of each month, with individual sessions scheduled for all new starts commencing during the month. Links to induction and health and safety information are on the ICS website. Other specific points raised in induction include information on part-time working arrangements and details on how the Institute is working towards its Athena SWAN goals (for example around times of meetings) (**FW5.1, SAT3.4**). Induction is undertaken by line managers for academic staff and is mandatory for all new staff, with attendance at induction a requirement before access cards can be issued. Thus, uptake is 100%. Results of these changes were apparent in the 2016 staff survey, which showed a marked improvement, with 88% of male and 90% female staff stating that induction met their needs. We will ensure that the induction policies and procedures are made clear to all staff (**CT5.2**).

Relevant actions:

FW5.1	Create an ICS family-friendly information pack (FFIP). Promote these policies via ICS staff forum. Further increase awareness of ICS family-friendly policies and provide peer support with regular family-friendly coffee mornings
SAT3.4	Publish ICS Athena Swan activity annual report
CT5.2	Clearly signpost induction materials on the ICS website and promote at staff forums

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

The annual academic promotion round is launched in December. An email is sent to all staff with information on how to apply, and direction to relevant links on the University website. Applications are submitted in January, and the outcome is usually known by late spring/early summer. Successful promotions are active from 1st August. **Figure 5.1.3** and **Table 5.1.4** indicate the number of staff applying for promotion since 2013-14.

Promotion was identified as a specific issue from staff surveys. In 2014, 32% female staff and 41% male staff reported that they were not encouraged or supported to apply for promotion. To address this, we held an academic promotion workshop in Autumn 2015 to encourage more staff to apply. The Institute HR Manager, supported by the ICS Director, gave a presentation on the process, criteria and support available, which was well received by staff. Following this, in the 2015-16 promotion round, all 7 applications were successful. We will repeat the workshop each year prior to the P&DR performance review and objective setting process (July-September, to allow for promotion-specific objectives to be included) and the promotion process (applications in January) (**CD5.3**, complemented by mentorship scheme **CD5.11**). The 2016 staff survey showed improvement, with a slight drop from 32% to 27% for women, and a more marked drop for men from 41% to 21% stating they were not encouraged or supported to apply for promotion. The ICS MB and SAT will review data from the promotion process to shape the format/content of the workshops.

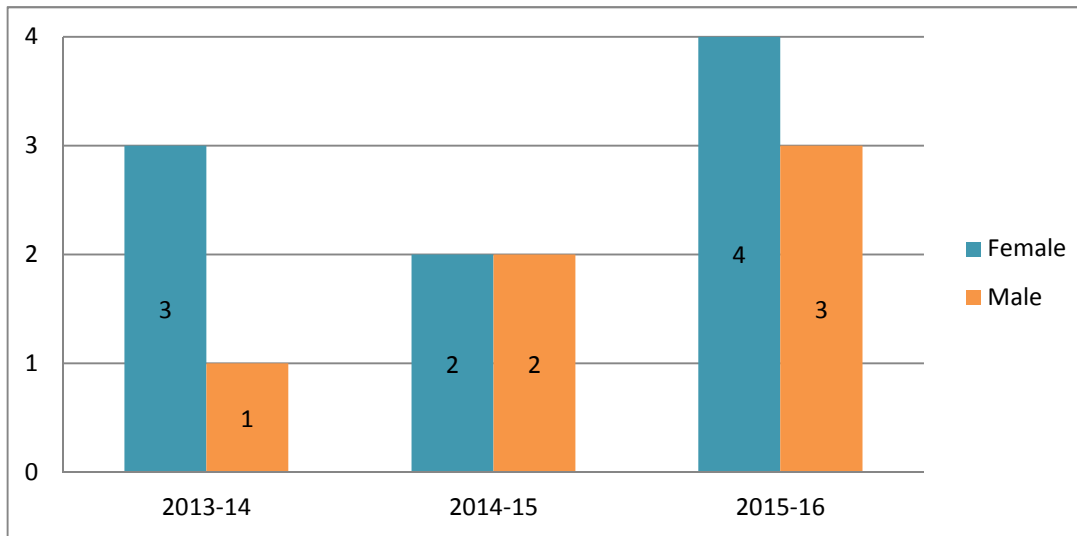


Figure 5.1.2: Number of academic promotion applications by year and by gender.

The following table breaks down promotion by grade, job title, FTE and outcome. The small numbers applying each year render it difficult to draw firm conclusions based on gender. In the reporting period, 9 women and 6 men applied for promotion; 7/9 women (78%) and 6/6 men (100%) were successful. Our action plan will focus on improving the provision of information around promotion and supporting staff through the process, together with understanding the reasons why staff were unsuccessful in order to identify any issues which can be addressed by the ICS Management to further support these staff in future promotion rounds (CT5.11).

Table 5.1.4: Promotion applications by grade, gender, FTE, with outcome.

Year	Gender	Current Grade	Current Job Title	FTE	Grade Applied For	Job Title Applied For	Outcome
2013 -14	Female	Grade 6	Research Assistant	0.7	Grade 7	Research Associate	Successful
	Female	Grade 6	Research Assistant	1	Grade 7	Research Associate	Unsuccessful
	Female	Grade 9	Senior Lecturer	1	Reader	Reader	Successful
	Male	Grade 9	Senior Lecturer	1	Reader	Reader	Successful
2014 -15	Male	Grade 6	Research Assistant	0.1	Grade 7	Research Associate	Successful
	Female	Grade 6	Research Assistant	1	Grade 7	Research Associate	Successful
	Female	Grade 8	Lecturer	1	Grade 9	Senior Lecturer	Unsuccessful
	Male	Grade 9	Reader	1	Professor	Professor	Successful
2015 -16	Male	Grade 6	Research Assistant	1	Grade 7	Research Associate	Successful
	Female	Grade 6	Research Assistant	1	Grade 7	Research Associate	Successful
	Male	Grade 6	Research Assistant	1	Grade 7	Research Associate	Successful
	Female	Grade 8	Leadership Fellow	1	Grade 9	Senior Research Fellow	Successful
	Female	Grade 9	Senior Lecturer	1	Grade 9	Reader	Successful
	Male	Grade 9	Senior Lecturer	1	Grade 9	Reader	Successful
	Female	Clinical Consultant	Clinical Senior Lecturer	1	Clinical	Reader	Successful

Relevant actions:

CD5.3	Continue to run annual promotions workshop within ICS, specifically focussing on the promotion criteria for each transition. Request feedback on workshop content
CD5.10	P&DR review panels for each staff category (i.e., academic, support and technical) to identify training needs and individuals for promotion/R&R
CD5.11	Establish a gender balanced mentorship scheme for all post-doc/ECR academic staff

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

44 ICS staff were eligible to be returned under Unit of Assessment 1 (UoA1) Clinical Medicine in REF2014. Five (11%) were not selected to be returned, three of whom were female and two male. **Table 5.1.5** shows the numbers by gender.

Table 5.1.5: Staff returned or not returned by gender in REF2014.

REF2014	Female	Male	Total
Returned	14 (82%)	25 (93%)	39 (89%)
Not returned	3 (18%)	2 (7%)	5 (11%)
Total	17 (100%)	27 (100%)	44 (100%)

Although the numbers are small, a greater proportion of women (3/17; 18%) than men (2/27; 7%) were not returned. The overall return rates in 2014 were strikingly better than in 2008 UoA2 Cancer Studies (**Table 5.1.6**), where 32.1% (18/56) researchers were not returned, but the same gender difference is apparent in 2008 and 2014. Hence, we are deeply concerned by the poorer return rate for women and are determined to better understand this and to absolutely ensure it is addressed for REF2020 (**CD5.5**). We will seek to ensure that women are not being adversely affected by disproportionate allocation of teaching, mentoring or committee work, or that part-time working is being penalised. The introduction of workload modelling (WLM) will assist with the identification of critical issues in this area (**CO5.9**). We also acknowledge that the absolute number of women being returned in REF2014 is substantially lower than men, this reflects the gender imbalance in senior positions and is something we will seek to address through recruitment (**CD5.3**) and promotion (**CD5.4**) and additional support, including mentoring (**CD5.11**).

Table 5.1.6: Staff returned or not returned by gender in RAE2008.

RAE 2008	Female	Male	Total
Returned	13 (62%)	25 (71%)	38 (68%)
Not returned	8 (38%)	10 (29%)	18 (32%)
Total	21 (100%)	35 (100%)	56 (100%)

Relevant actions:

CD5.5	REF2020 seminars/workshops for staff to ensure that all potential returnees know what is expected well in advance of the deadline
CO5.9	Analyse work load modelling data to identify whether female staff are being disproportionately allocated teaching, mentoring or committee work, or part-time working is being penalised
CD5.3	Include a positive action statement, committing to Athena SWAN charter, to all advertisements for ICS job vacancies
CD5.4	Continue to run annual promotions and Reward & Recognition (R&R) workshop within ICS, specifically focussing on the promotion criteria for each transition. Request feedback from participants to inform future workshop design/content. Embed discussions about career progression within annual P&DR reviews
CD5.11	Establish a gender balanced mentorship scheme for all post-doc/ECR academic staff

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

5.2 Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

All training initiatives for ICS are overseen by the gender balanced SAT Career Development Working Group (CDWG), established following the 2014 staff survey and consisting of 2 clinical academics (Deputy Director of ICS and member of Clinical

Academic Training Advisory Group (CATAC)), the Associate Dean for Postgraduate Research and a senior postdoc.

The first training received by all new staff at ICS is induction – this is covered in section 5.1(ii), and is compulsory. There is also specific, compulsory laboratory training as required. A comprehensive range of training courses is provided by the University’s Employee and Organisational Development (EOD) initiative. 131 ICS staff attended EOD courses, including unconscious bias training, in 2013-14-2015-16 (**Table 5.2.1**), with 49% of attendees being female (vs 58% of all ICS staff). Staff are informed of training opportunities via Institute and University websites with regular email updates for courses that are compulsory, including E&D and supervisor training (**CD5.6, CD5.7, CO5.5**). Course attendees are asked to complete an evaluation form and this is used to identify future needs and further develop courses.

Table 5.2.1: Staff attending EOD courses by gender.

	Female	% female	Male	Total
2013-14	25	47%	28	53
2014-15	19	51%	18	37
2015-16	20	49%	21	41

ICS runs academic seminar series, staff forums and Career Development Programme (CDP), including external and internal speakers; these are always held during core hours. Attendance registers are not taken currently, but over the past three years 50/32/28% of speakers were female in staff forum/POGLRC/ICS seminars, respectively (**CD5.8**). Seminars are advertised both in poster form and by email every week. Staff forum seminars are usually internal ICS or University speakers and may be focussed around generic skills, HR issues (e.g. promotion), technical or scientific topics. POGLRC and ICS seminars are research focussed and usually external speakers. Of concern was the high proportion of women presenting at the staff forum, suggesting women may be over-burdened with presenting at internal events. We will seek a gender balance of internal speakers that is representative of the overall gender balance of senior staff (**CD5.8**). To highlight the importance of career development, we now ask all seminar speakers to give a short overview of their career at the start of the seminar. To improve the gender balance in external seminar speakers and provide more role models for ECRs, when requesting suggestions for seminar speakers by e-mail, we will specifically request that female speakers be considered (**CD5.8**).

Specific training and networking groups have been established, including Women in Research (WiRN), and Clinicians in Research Networks (CiRN). WiRN events attracted 58 (November 2015) and 85 attendees (January 2016). The inaugural CiRN meeting in August 2016 had 69 registrants; 31 (45%) female and had a focused session on work-life balance, which was highlighted as a challenge for both genders. In addition, 4 of 9 (44%) speakers were female and 7 of 15 poster presenters (47%) were female, and particular effort was made to include female academics as keynote speakers and have gender-balanced panel discussions to inspire other female clinical-academics-in-training. CiRN also endeavours to support career progression of clinical academics with a combination of lunchtime forums on non-technical research skills and networking events that are tailored for clinically-trained ECRs.

Learning and Development is embedded within P&DR and discussed annually with the line manager during the review process. The University offers a wide variety of courses both face-to-face and through Moodle, the on-line resource. The new (since 2016) online P&DR system includes “My Learning and Development History” which enables staff to request ad hoc training in specific categories and to specify and record priority, timeline, learning objectives and training results. Despite this recent improvement we acknowledge that our mechanisms for identifying training needs are imperfect, as are our mechanisms for advertising and promoting available training courses, monitoring effectiveness and improving training in response to feedback (**CD5.6, CD5.7**).

Over the next 4 years we aspire to improve the gender balance, individualisation, accessibility, monitoring and quality of training opportunities within ICS (see also **CD5.10** P&DR review panels).

Relevant actions:	
CD5.6	Establish ICS annual training surveys to assess training undertaken by staff and to identify training needs
CD5.7	Encourage use of online training portfolio to record individual training objectives and results
CO5.5	Implement operational procedures to engage with staff and embed Athena SWAN related activity into working practices (including P&DR appendix and enforcement of mandatory E&D/Supervisor Training)
CD5.8	Monitor attendance at weekly seminars to ensure gender equality of uptake as well as gender balance in invited speakers. In e-mails requesting external speakers, specifically ask that female speakers be considered
CD5.10	P&DR review panels for each staff category (i.e., academic, support and technical) to identify training needs and individuals for promotion/R&R

(ii) **Appraisal/development review**

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender.

Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

P&DR is a comprehensive annual evaluation of each staff member regardless of grade, across job families and workload domains. In 2016, the process was further streamlined with online submission. P&DR is conducted with the staff member’s direct line manager – however, exceptions are made with the agreement of the staff involved (**CD5.9**). The data is used to provide evidence for the reward and recognition scheme and is considered against promotion criteria, which then further guides future objective setting, performance standards and identification of areas of learning and development for the year ahead (**CD5.10**). The process is mandatory for employees who have

completed one year's service. EOD offer courses on training for both the reviewer and reviewee. P&DR uptake has been good as shown in **Table 5.2.2**, but we strive for a continued improvement in uptake and aim for 95% uptake by 2020 (**CD5.9**). The ICS MB acknowledges that the current P&DR form does not fully meet our needs and the ICS Athena SWAN SAT has devised an appendix to this form to address other key areas related to career development (**CO5.5**).

Table 5.2.2: P&DR uptake by year and gender.

	Female			Male		
	Complete	Incomplete	% Complete	Complete	Incomplete	% Complete
2013-14	69	11	86	51	11	82
2014-15	78	6	93	54	6	90
2015-16	91	10	90	69	9	88

For clinical staff Annual Review of Competency Progression (ARCP) for trainees and the Appraisal and Revalidation process for Consultant staff are mandatory. The Consultant Appraisal and Revalidation Process is used formatively to ensure professional development (revalidation; every 5 years).

Whilst 56% of male and female staff agree that they are actively encouraged to develop their careers, only 26% of females and 29% of males feel supported to apply for promotion (Section 5.1.iii). Whilst staff generally acknowledge access to suitable training courses (75% females and 73% males), only 40% of females and 50% of males agree that the P&DR process recognises the full range of their contributions, and 35% of females and 29% of males do not feel that the P&DR process helps them progress their careers. The gender disparity in staff views on funding for professional development is a concern; we will seek to address this by holding a staff forum seminar on funding opportunities and providing details of available funding on our website (**CD5.19**), and reassess this in our next staff survey in 2018.

Over the next 4 years we aspire to improve the perceived value of P&DR to career development.

Relevant actions:

CD5.9	Introduce mandatory P&DR training for reviewers and reviewees
CD5.10	P&DR review panels for each staff category (i.e., academic, support and technical) to identify training needs and individuals for promotion/R&R
CO5.5	Implement operational procedures to engage with staff and embed Athena SWAN related activity into working practices (including P&DR appendix and enforcement of mandatory E&D/Supervisor Training)
CD5.19	Organise annual seminar on funding opportunities and in-house

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

EOD includes courses/online-learning/toolkits aligned to career progression, such as University Leaders, Early Career Development Programme (ECDP) and Emerging and Aspiring Leaders. These courses are enthusiastically promoted to staff by line managers and via e-mail, and aim to confer transferable skills and are particularly relevant to postdoctoral researchers/ECRs (up to and including Grade 8). Staff of both genders are happy that available training opportunities meet their career and professional development needs and feel actively encouraged to develop their careers (Q26; 73% males agree, 75% females agree). We aim to continue to improve career development and are targeting agreement of 80% to this question in our next staff survey (2018) **(CD5.13)**.

ECDP is mandatory for all permanent R&T staff appointed at Grade 8 and aims to provide consistent support for career progression. ECDP provides learning and development opportunities in all aspects of the academic role, allocates a mentor and sets annual objectives aligned to achieving Grade 9 criteria within a defined timescale. These schemes are complemented by CDP and staff forum which are open to all and consist of workshops, training and networking opportunities, topics including promotion, knowledge exchange and impact, communication and public affairs, inspirational female seminars, REF, staff induction, job seeking strategies, CV development, successful grant writing and effective job interviews.

Whilst ECDP provides one-to-one mentors, mentorship schemes across the University were previously judged to be inadequate. To address this, College recently trialled a mentoring scheme open to all research and teaching staff. In our staff survey, perceptions/views around mentoring were disappointing; only 34% of female mentors felt encouraged to establish mentoring relationships and only 21% felt that this activity was recognised in their overall workload. Only 14% females and 26% males within ICS felt they had benefited from this scheme. ICS is now developing a local mentoring scheme for all postdoc/ECR staff and will link into a broader revised College-wide mentoring scheme for Grade 9 and above staff **(CD5.13)**. To further address this important issue, ICS was active in developing a working group to review existing mentoring programmes and develop a College scheme that will increase the pool of available mentors for all staff; the ICS SAT chair is a member of this working group.

With respect to postdoctoral researchers in particular, the transition from Grade 7 to Grade 8 is a “critical milestone” in career development. However, within ICS, the drop-off for female career progression appears to be from Grade 8 to Grade 9 and from Grade 9 to professor. There are very few permanent research positions at Grades 7 and 8, and as a consequence, this drop-off is an issue for both genders. 53% males and 51% females are now happy with the level of support available, demonstrating a marked improvement over previous survey (19% males and 35% females), but also showing that further improvements are needed. A particular improvement has been the establishment of formal peer-to-peer support through the ICS postdoctoral forum and CIRN.

Over the next 4 years we aspire to improve our mentorship of clinical and non-clinical academic staff (**CD5.11, CD5.13, CD5.17**).

Relevant actions:	
CD5.11	Establish a gender balanced mentorship scheme for all post-doc/ECR academic staff
CD5.13	Establish a post-doc/ECR advisory panel on the model of the research subgroup in CD5.12
CD5.17	Establish a Grant Application Clinic (GAC) open to all academic staff but prioritising post-docs/ECRs where there is a leak in the pipeline from Grade 8-9, which coincides with transition from postdoc to independent researcher

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

PGR students are actively encouraged by their supervisors and convenor to keep a Development log where they document the courses they have attended through the Research Training Programme and Personal Development Planning for Postgraduate and Postdoctoral Researchers programme run by the College and external courses, training workshops or conferences they have attended. This is initiated in the first 3 months of starting their studies whereby the student and supervisor completes a detailed plan of training needs (document provided by MVLS Graduate School). This is reviewed at the end of each academic year during the annual review process. From 2016-17 onwards, Graduate School has made E&D Training mandatory for all new PGR students (required before they can progress to 2nd year). From the 2016 PGR survey 71% of females and 75% of males felt the annual review interview helped them to reflect on their professional development.

From the 2016 PGR student survey 85% of females and 75% of males knew where to look to find information about postgraduate training courses and career development opportunities. 97% of females and 88% of males felt they had good access to courses/seminars/workshops on career development.

Career talks are embedded in the ICS PGT, MSc Cancer Sciences course throughout the year. Students can also arrange to meet with a member of the careers department and have one-to-one mock interviews. PTES scores for 2015 indicate that 69% of our students felt that they were better prepared for an academic career after their PGT. PGT/PGR students also have access to all the courses and events run by the careers service, this includes an annual career day where industrial partners and potential employers are invited to attend. We will extend these to bring the careers service and relevant external partners on-site (**CD5.2**). In addition, the ICS PGR forum was

established in 2014 (CD5.14), this is organised by PGR students with an event held every month, followed by an opportunity to socialise (financial support provided by ICS for refreshments/travel reimbursement). Several of the events in the last 2 years have focused on careers.

Data from the 2016 PGR survey showed that 94% of females and 79% of males had taken part in a career development event. Over 50% of our PGR intend to stay in academia and there has been a significant drop in the number of PGR students unsure of their intended career path and a significant increase in students considering moving into industry since the student forum started and formal training needs assessment was initiated in the first 3 months of their PGR studies (Table 5.2.3 and Figure 5.2.1). We hope the initiation of our mentorship programme will further support this valuable work (CD5.15).

Table 5.2.3: PGR (clinical and non-clinical combined) career intentions by gender.

	2013-14		2014-15		2015-16	
	Female	Male	Female	Male	Female	Male
Clinical Appointment NHS	13	5	11	1	4	5
Clinical Academia	0	2	5	1	3	0
NHS post	0	0	2	0	1	0
Academia Glasgow	3	2	3	4	5	3
Academia UK	2	6	8	6	8	2
Academia International	17	12	14	16	11	14
Industry	3	1	4	0	8	7
Retrain	2	0	2	1	3	0
Not sure	15	5	10	7	4	0

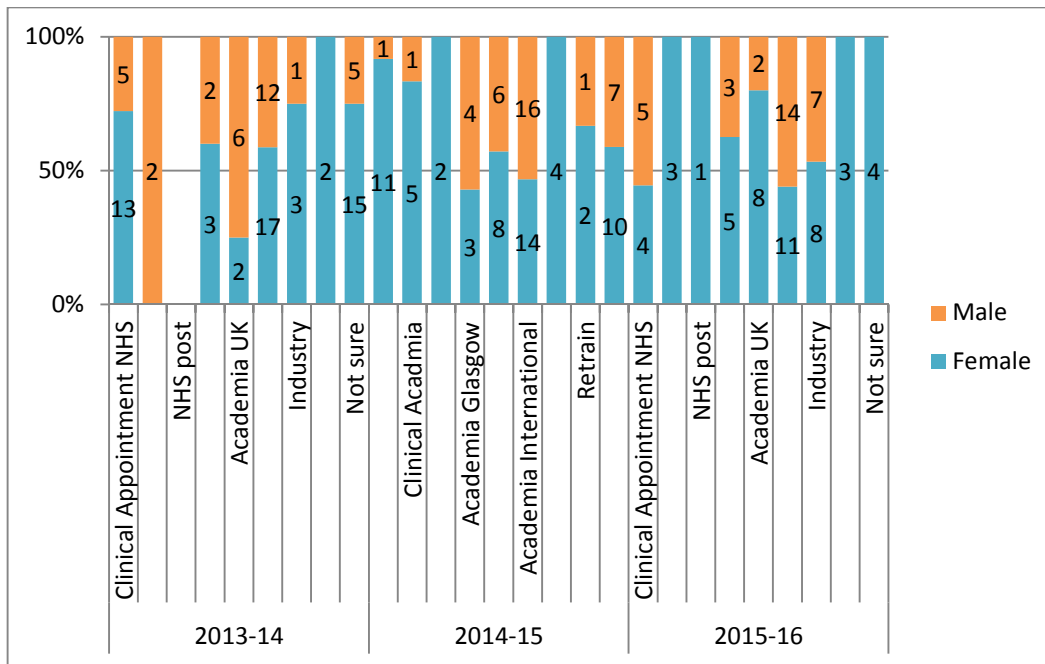


Figure 5.2.1: PGR career intentions by gender and year.

For clinical trainees we have piloted a research subgroup in haematology which meets West of Scotland trainees at the start and every 18-24 months during their 5-year training programme. Trainees are offered advice on research opportunities, out-of-programme research towards MD/PhD, CV development, relevant fellowships and offers mock interviews when shortlisted. We run an annual informal evening event where potential CRFs meet potential PhD supervisors. This scheme has been very popular with trainees and has encouraged clinical academic training in haematology; we will extend this across the other clinical specialities (CD5.12).

Relevant actions:

CD5.2	Establish an ICS career specific programme of talks in collaboration with the career service and external partners specific for PGT/PGR/ECR
CD5.14	Continue to offer support to the PGR Forum through the SSLC and ICS MB
CD5.15	Develop and implement a PGR mentorship programme
CD5.12	Extend the successful clinical haematology research subgroup model to benefit all medical trainees within ICS

Cohort building has been a major emphasis for PGT/PGR students within ICS over the last 3 years. Several initiatives have been implemented to facilitate a more inclusive student experience (Table 5.2.4).

Table 5.2.4: Initiatives and their frequency to facilitate a more inclusive student experience in ICS.

Student cohort	Initiative	Frequency
PGT/PGR	Student Forum (ICS funded)	Monthly
PGT/PGR	Student Staff Liaison Committee (SSLC)	Quarterly for PGR End of each semester for PGT
PGR/PGT	Welcome Night	Annual
PGR	Student Retreat	Annual
PGR/PGT	Summer Barbeque	Annual
PGT	Graduation Breakfast	Annual
PGR/PGT	Ceilidh/Halloween Ball	Annual
PGR	Two day conference style ICS Annual Review Talks/Poster session at the QEUH	Annual

As part of the PGR survey 2016, students were asked if they felt a buddying system would have been beneficial when they started their PhD, 79% females and 75% males felt this would have been helpful. SSLC therefore aims to roll out a buddy programme in ICS where new students are coupled to an older student for support throughout their first year (1st year paired to 3rd year student on the same site), this commenced in October 2016, with introductions at the welcome evening. We will seek feedback of this system to improve it over time (CD5.21).

Relevant actions:

CD5.21 Obtain feedback about buddying system annually in order to improve student experience

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

According to the 2016 staff survey, 80% of males and 62% of females feel supported

when submitting research grant applications. The gender disparity in feeling supported when applying for funding is very concerning; we have therefore developed specific Action Points to address this (**CD5.11-13, CD5.17, CD5.19**). At least 10 EOD courses are relevant to, or specific for grant applications (**Table 5.2.5**). Within ICS, staff are encouraged to seek in-house peer review of all grant applications prior to submission. P&DR provides an opportunity to reflect and review any unsuccessful applications and for the line manager to offer further support and identify training for the next review period.

Table 5.2.5: EOD courses relevant to staff making grant applications.

EOD Training Courses
Building Effective Research Collaborations
Four Steps to Research Success
Getting Published in Science (a series of three workshops)
Impact Statements in Grant Applications
Introduction to DMPonline
Industry Engagement Training
Knowledge Exchange, Public Engagement and Impact
Lunchtime Workshops delivered by the Careers Service
Making Presentations at Conferences
Managing Successful Research Projects
Managing your Research Data
More Steps to Research Success
Planning your Impact
Research Data and the Data Protection Act
Research Integrity
Understanding Supervision
Winning Research Income (Grant Applications)

The University is currently implementing TRM – a programme of investment aimed at Transforming Research Management. TRM will provide a dedicated service to PIs with the research support team embedded within the College and project co-ordinators within ICS. Support from the project co-ordinators will be “cradle-to-grave” aiming to increase our research portfolio and success rates. Within ICS, new members of staff, including ECRs, will be specifically provided with individual support as they apply for funding. Four weeks before submission internal review will be organised and will be mandatory for grants of >£100,000, with the College Operational Group approving any application of >£1,000,000. We have an EU and International team, driving EU grant applications, delivering ICS-specific workshops and conducting EU scheme-specific mock interviews. For all other grant applications requiring interview the ICS research convenor facilitates a mock interview involving a balanced panel with suitable expertise. The ICS CDP and staff forum incorporate sessions relevant for those applying for grants (see section 5.2.iii).

Whilst the necessary support systems do appear to be in place, it is our view that individual PIs, and particularly ECRs, require to be highly proactive in terms of finding the optimal funding scheme, setting up interdisciplinary networking sessions, discussing IP, organizing internal review and mock interview. We anticipate many of these aspects will be improved following implementation of TRM (**CD5.20**). Over the next 4 years we aspire to further improve grant success rates, particularly for ECRs.

Relevant actions:

CD5.11	Establish a gender balanced mentorship scheme for all post-doc/ECR academic staff
CD5.12	Extend the successful clinical haematology research subgroup model to benefit all medical trainees within ICS
CD5.13	Establish a post-doc/ECR advisory panel on the model of the research subgroup in CD5.12
CD5.17	Establish a Grant Application Clinic (GAC) open to all academic staff but prioritising post-docs/ECRs where there is a leak in the pipeline from Grade 8-9, which coincides with transition from postdoc to independent researcher
CD5.19	Organising annual seminar on funding opportunities in ICS
CD5.20	Implementation and monitoring of TRM

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5.3. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.3 Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

Women in ICS are advised to plan their maternity/adoption break with their line manager. Alternative arrangements are made by line managers to cover their teaching and manage their grants, research staff, and PGR students whilst on leave. The College provides funding to cover maternity pay (when a funder does not). The University Maternity Leave Policy includes a helpful checklist for expectant mothers highlighting key considerations that need to be thought about before, during and following maternity leave. The University Finance Office provides a Maternity Cost Calculator to assist pregnant mothers in their decision-making. There are several maternity pay schemes and options to transfer leave to fathers, all of which can be confusing for prospective parents. Our Action Points (**FW5.1-3**) are aimed at “demystifying” this process and providing information on all options available.

In the staff survey, 55% of staff stated they knew where to access information about maternity leave on the University website, 37% stated not required/applicable, and 8% did not know. To help ICS staff to access the relevant information, we will create and promote an electronic ICS Family-Friendly Information Pack (FFIP) (**FW5.1**). This will be available via our departmental Athena SWAN webpage and will also be included in the induction pack for new staff. All existing staff will be notified when the FFIP becomes available to ensure that existing staff are similarly signposted and the information will be reinforced via bi-annual presentations at staff forums. To facilitate informal discussion of these policies and peer support with regards to the options available to those about to embark on parental/maternity/adoption leave, a family-friendly support coffee morning will be established (**FW5.1**).

The SAT recognises that pregnant women may not be able, or wish, to discuss all of their maternity planning concerns with their line manager, and may not have local colleagues with recent maternity experience to help guide them. The SAT has arranged for 1:1 drop-in sessions with an HR manager to be available on-site for staff (**FW5.2**). Furthermore, we are currently inviting women who have recently taken maternity leave to volunteer as buddies for those who are about to leave or are returning to work (**FW5.3**); this buddying time will be included in new WLM system (**CO5.9**; Section 5.4.v).

Relevant actions:

FW5.1 Create an ICS family-friendly information pack (FFIP). Promote these policies via ICS staff forum. Further increase awareness of ICS family-friendly policies and provide peer support with regular family-friendly coffee mornings

FW5.2 Arrange 1:1 meetings with HR to discuss leave (maternity, paternity, carers, parental) options

FW5.3 Develop and promote a maternity budding scheme

CO5.9 Analyse work load modelling data to identify whether female staff are being disproportionately allocated teaching, mentoring or committee work, or part-

time working is being penalised

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

During maternity leave, the line manager and the staff member maintain a level of contact by mutual agreement. This helps with keeping up-to-date with workplace developments/changes and provides an opportunity to discuss work-related issues if necessary. Many staff also keep in touch with colleagues socially. It is hoped that the maternity buddying scheme will provide further support/contact during maternity leave (**FW5.3**).

The SAT recognises that KIT days are a very valuable way of supporting staff during their leave and to ease their transition back to work. Information about KIT days will be included in the ICS FFIP and related FFIP seminars and uptake of KIT days will be evaluated (**FW5.1, FW5.4**).

Relevant actions:

FW5.1 Create an ICS family-friendly information pack (FFIP). Promote these policies via ICS staff forum. Further increase awareness of ICS family-friendly policies and provide peer support with regular family-friendly coffee mornings

FW5.3 Develop and promote a maternity budding scheme

FW5.4 Support, promote and measure the use of KIT days

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

ICS staff can purchase Sodexo vouchers towards private childcare fees (prior to tax and NI deductions) via the UoG's Childcare Plus scheme. ICS staff can also make use of the UofG Nursery which provides full-day childcare throughout the year. Information about these resources and other local nurseries/childminders will be collated in the FFIP (**FW5.1**).

ICS will provide private facilities for nursing mothers to express and store milk on an individual request basis (**FW5.5**). ICS also recognises that pregnant/nursing mothers need frequent rest periods; on returning to work, line managers will ensure that staff are given additional break periods, there are ample facilities for this, including purified drinking water and café facilities on all sites.

Women returning from maternity leave often find it difficult to participate in activities that are essential for research career progression (e.g., networking, conference attendance); the SAT recognises that one reason for this is that women returning from maternity leave and/or working part-time are likely to have less grant income. The ICS

MB have agreed to the SAT's request to establish a Returners Skills Fund (RSF) where staff can apply for funds (max £500) to cover such activities (**FW5.6**). ICS staff are also eligible for the Academic Returners Research Support Scheme (max £10,000 irrespective of FTE). This is designed to support resumption of research activity (including buyout of teaching or other duties; travel (including conferences); small equipment and training). The SAT will include information about both schemes in the ICS FFIP (**FW5.1**).

For teaching active staff, a plan of teaching cover will be arranged in consultation with ICS management. ICS will ensure a reduced teaching load for 6 months on return to work, to help the academic/researcher re-engage with their research, whilst learning to balance new family commitments with work. (**FW5.7**).

Relevant actions:	
FW5.1	Create an ICS family-friendly information pack (FFIP). Promote these policies via ICS staff forum. Further increase awareness of ICS family-friendly policies and provide peer support with regular family-friendly coffee mornings
FW5.5	Provide private facilities and a dedicated refrigerator for returning women who wish to express breast milk at work
FW5.6	Establish ICS Returners Reskilling Fund (RRF)
FW5.7	Facilitate minimisation and/or reallocation of teaching workload upon return to work from leave (if desired)

(iv) **Maternity return rate**

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

In 2014/2015/2016 there were 6/8/3 ICS staff on maternity leave, respectively (**Figure 5.3.1**). All staff returned from maternity leave in 2014 and 88% (7/8) in 2015; all staff on maternity leave in 2016 have either returned or are still on maternity leave (**Figure 5.3.2, Table 5.3.1**). To maintain this excellent return rate, all staff will be made aware of the several different types of return to work packages that are available (**FW5.1-2**). The one member of staff who did not return to employment with the University following their maternity leave (in 2015) was a CRF who had pre-planned to return to NHS immediately following her maternity leave.

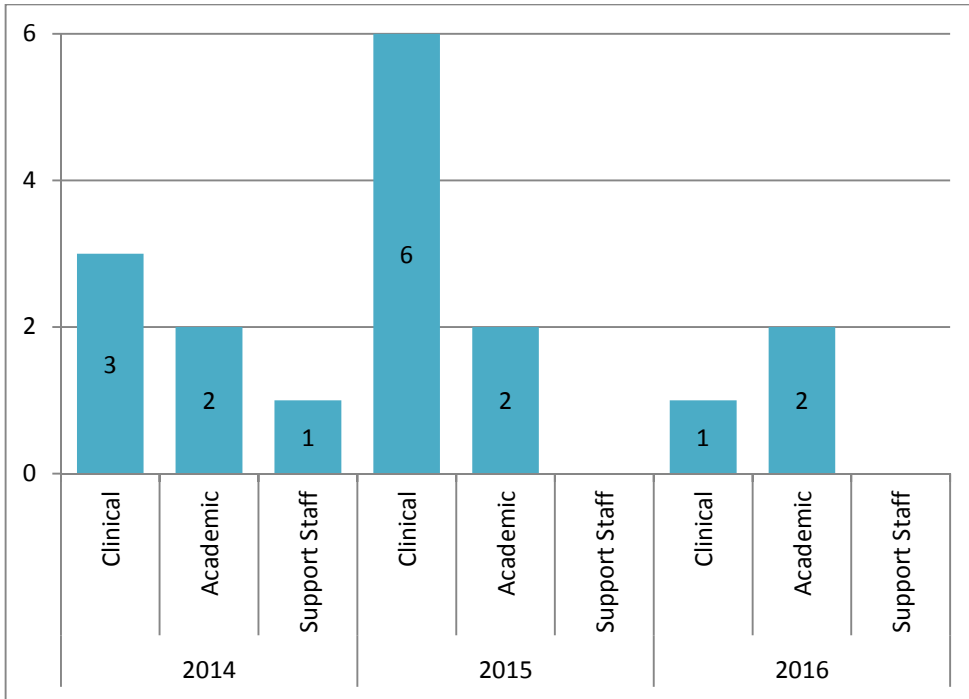


Figure 5.3.1: Numbers of academic and support staff taking maternity leave 2014-16.

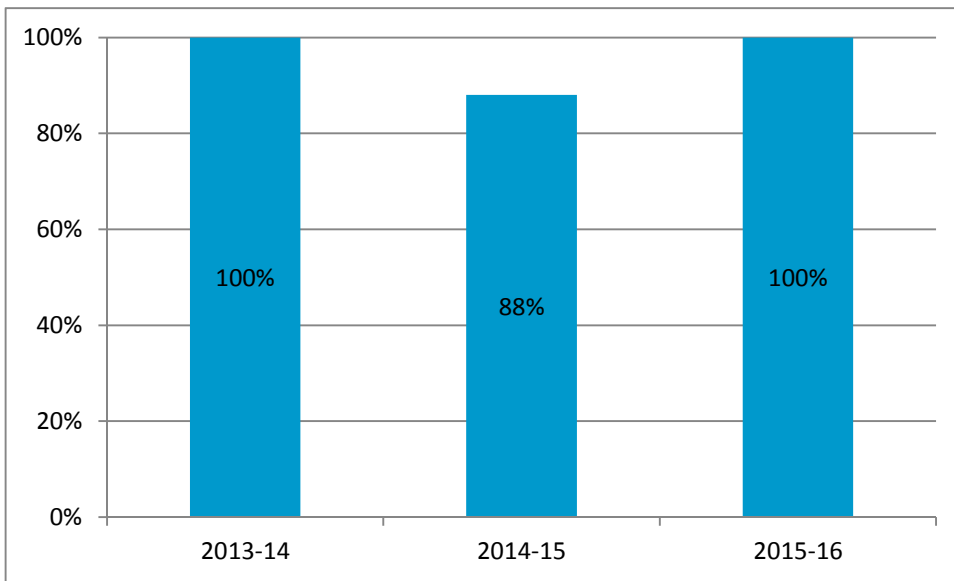


Figure 5.3.2: Return rate from maternity leave.

Table 5.3.1: Numbers of full-time and part-time staff taking maternity leave and returning. One member of staff remains on maternity leave for 2015-16.

		Total	Returned	Full Time	Part Time
2013-14	Clinical	3	3	3	-
	Academic	2	2	2	-
	Support Staff	1	1	-	1
2014-15	Clinical	6	5	5	-
	Academic	2	2	1	1
	Support Staff	0	-	-	-
2015-16	Clinical	1	1	1	-
	Academic	2	1	1	-
	Support Staff	0	-	-	-

Relevant actions:

FW5.1 Create an ICS family-friendly information pack (FFIP). Promote these policies via ICS staff forum. Further increase awareness of ICS family-friendly policies and provide peer support with regular family-friendly coffee mornings

FW5.2 Arrange 1:1 meetings with HR to discuss leave (maternity, paternity, carers, parental) options

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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(v) **Paternity, shared parental, adoption, and parental leave uptake**

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

No staff members took adoption or parental leave.

ICS's ordinary paternity pay is set by the University and is higher than statutory paternity pay, at 1 week full pay plus 1 week statutory pay.

Only 3 members of staff took formal paternity leave in the period 2014-2016. Although the number of staff eligible for this leave is unknown, it is unlikely that this represents all new fathers within ICS. The staff survey indicated that the majority of staff were aware of the right to paternity/adoption/parental leave (67% were aware, 0% not aware and 33% answered not applicable), however up to 45% of staff did not have a clear understanding of what these policies were (with highest rates of poor understanding seen with shared parental leave). It is clear that increased awareness of these policies is required. We are addressing this by inclusion of links to paternity/parental leave in the FFIP, family-friendly peer support coffee mornings and discussion of family-friendly policies at ICS staff forums (**FW5.1**). We hope our newly initiated 1:1 HR drop-in sessions (**Section 5.4.i**) will also encourage an increased uptake of paternity/parental leave. Staff may be more likely to discuss this with HR staff than line managers (**FW5.2**), although over time we hope that our initiatives will increase awareness and normalise discussion of such matters.

ICS is keen to promote the uptake of shared parental leave as we believe this will help shape a culture change towards greater gender equality, foster positive attitudes to career breaks and promote a healthy work-life balance. Initially this involves increased awareness of policies and positive role models. We will continue to monitor requests received, staff awareness and understanding of policies via future staff surveys. In addition, we would like to invite contributions from staff via focus groups and adopt ideas generated therein (**FW5.8**).

Relevant actions:

FW5.1	Create an ICS family-friendly information pack (FFIP). Promote these policies via ICS staff forum. Further increase awareness of ICS family-friendly policies and provide peer support with regular family-friendly coffee mornings
FW5.2	Arrange 1:1 meetings with HR to discuss leave (maternity, paternity, carers, parental) options
FW5.8	Consult staff body regularly regarding existing initiatives to encourage/refresh family friendly working practices

(vi) Flexible working

Provide information on the flexible working arrangements available.

As informal flexible working is accepted throughout ICS, we receive few formal requests for flexible working: only 3 academic and 2 support staff (all female) applied over the period. All these applications were approved. Informal conversations with staff that work flexibly (formally or informally) indicate that arrangements are advantageous, allowing staff to maintain their work commitments whilst meeting caring responsibilities. Other recently introduced initiatives (e.g., core hour meetings) also

support a flexible working culture. Our new ICS FFIP will emphasise availability of flexible working (**FW5.1**).

We will also explore issues and suggestions for improvement from those working flexibly via our staff survey and targeted focus groups (**FW5.8**).

Relevant actions:

FW5.1	Create an ICS family-friendly information pack (FFIP). Promote these policies via ICS staff forum. Further increase awareness of ICS family-friendly policies and provide peer support with regular family-friendly coffee mornings
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FW5.8	Consult staff body regularly regarding existing initiatives to encourage/refresh family friendly working practices
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(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

We have one member of academic staff that has moved from part-time to full-time working in 2015. This move was a phased increase from 70% to 85% FTE and then to 100%. The individual took part in the Athena SWAN mentoring scheme and was fully supported throughout. The request to fund the additional hours was approved by the ICS MB. Any future requests will be jointly managed by HR and line manager, as this was with a bespoke plan for the individual concerned with mentoring and HR/Institute support as needed.

5.4 Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Since its formation in 2014, the ICS SAT has introduced several new policies, described throughout this document, which seek to **advance gender equality** and **address the unequal gender representation** within ICS as well as improving working and equality for all staff.

To **benefit from the talents of all**, the SAT has reviewed tenure and recruitment policy for all departmental committees (**CO5.6**). Our progress to date and planned future actions with respect to **removing obstacles specifically faced by female staff in ICS** are outlined in Section 5.2.ii. The SAT has focussed on promotion (**CD5.3**, **CD5.10**); visibility of role models (**CO5.1**) and mentoring (**CO5.10**, **CD5.11**). See Section 3 for details regarding **senior buy-in**.

Relevant actions:	
CO5.6	Improve recruitment procedures for all departmental committees
CD5.3	Continue to run annual promotions and Reward & Recognition (R&R) workshop within ICS, specifically focussing on the promotion criteria for each transition. Request feedback from participants to inform future workshop design/content. Embed discussions about career progression within annual P&DR reviews
CO5.1	Provide inspirational role models for all staff
CO5.10	Incorporate consideration of challenges of maintaining work/life balance into research culture of the Institute
CD5.11	Establish a gender balanced mentorship scheme for all post-doc/ECR academic staff

For sustainable and continued commitment to these principles, we require an engaged staff/student body. Annual Athena SWAN updates will continue at the existing ICS staff/student forums (**CO5.2**), quarterly reports will be posted on the ICS website and dissemination of external, expert advice will be presented as and when required (e.g., talk from the Diversity Lead at a Stonewall Award winning institution).

Relevant actions:	
CO5.2	Foster an educated and engaged staff body by regularly disseminating Athena SWAN related information via staff forums
FW5.1	Create an ICS family-friendly information pack (FFIP). Promote these policies via ICS staff forum. Further increase awareness of ICS family-friendly policies and provide peer support with regular family-friendly coffee mornings

The SAT has invited staff to form a social committee to address the lack of social cohesion revealed by the staff survey/anecdotes (**CO5.3**). The social committee will be made aware of (a) issues surrounding gender, flexible working, caring commitments and significant **intersections** thereof (e.g., currently all staff who work flexibly/PT are women, **Section 4.2**); and (b) relevant data from the staff survey (e.g., 28% of staff don't think there are suitable informal meeting space within ICS) these points will be considered when arranging social events. To integrate new staff, each new member of staff will be assigned a buddy of equivalent grade (**CO5.4**) as will any staff returning from a period of leave (e.g., maternity leave; **FW5.3**). This buddying system was recently trialled within ICS and has been very successful. A College-wide buddying system has also recently been introduced for the 2016 PGR appointees.

Relevant actions:

CO5.3 Establish a social committee to improve the social environment within ICS

CO5.4 Implement formal buddying system for new members of staff

FW5.3 Develop and promote a parental buddying scheme

91% of staff (87% F, 97% M) now think that “the atmosphere in the institute is *inclusive* for both women and men”, an increase from 79% (84% F, 76% M) in 2014. The greatest increase in the period is amongst men. However, there is significant disparity in agreement with “the institute’s working environment is equally *supportive* for men and women”: 68% and 85% of female and male staff agreed, respectively. We hope that our Action Plan will address this disparity and we will seek more equitable data in our 2018 staff survey (**SAT3.6, CO5.2, CO5.3**).

This disparity in terms of perception of *inclusivity* and *support* may be critical to understanding gender-specific issues within ICS. Also relevant here is the differing response to “the institute should take action to promote gender equality”: agreement has increased amongst women (64% to 81%) but slightly decreased amongst men (64% to 59%) in the same period.

Taking these responses together, despite men perceiving increased gender inclusivity over the period, this has not resulted in the same increased appetite for gender-equality initiatives as it has amongst female staff. The SAT interprets this as evidence that, in our efforts to pursue gender equality within ICS, we need to ensure that male staff do not feel marginalized (**CO5.2, CO5.3**).

Relevant actions:

SAT3.6 Administer staff survey every 2 years

CO5.2 Foster an educated and engaged staff body by regularly disseminating Athena SWAN related information via staff forums

CO5.3 Establish a social committee to improve the social environment within ICS

(ii) **HR policies**

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The ICS HR Manager and Head of ICS Administration meet regularly to discuss local HR/staff issues. The ICS HR Manager also makes himself available on-site monthly for confidential consultations with staff. Both are members of the SAT and the ICS MB, ensuring that HR updates/policy are embedded in institute decision-making. All ICS staff/students are made aware of important HR policy/procedure as required at the respective forums (**CO5.2**).

All ICS staff are required to complete a centrally administered E&D training course online and an unacceptably high proportion of ICS staff (37%) are yet to complete. There is no gender bias in completion (47% are female) but clear bias with respect to grade: approximately half of Grade 6/7 staff have not completed compared to only 11% of staff above Grade 8. Untrained staff will continue to be contacted every three months and all staff will be asked whether they have completed the training in the ICS-specific appendix to the P&DR process (**CO5.5**). Information about this training, as well as unconscious bias training, is included in the induction pack. MVLS Graduate School has also embedded E&D training as a compulsory element within PGR training (**CD5.16**).

Relevant actions:	
CO5.2	Foster an educated and engaged staff body by regularly disseminating Athena SWAN related information via staff forums
CO5.5	Implement operational procedures to engage with staff and embed Athena SWAN related activity into working practices (including P&DR appendix and enforcement of mandatory E&D/Supervisor Training)
CD5.16	Support enforcement of Equality & Diversity Training as a compulsory component of 1 st Year PGR student development log

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

Decision-making within ICS is facilitated by a series of committees with deliberate overlap to ensure clear communication to ICS management. There is a reasonably equal split of committee chairs by gender (2 female, 4 male) and a very even representation of female and male ICS MB members in other ICS committees (**Figure 5.4.1, Table 5.4.1**).

All committees within ICS are able to contribute to decision-making processes. However the two that have most influence with regards to gender equality policy are ICS MB and Athena SWAN SAT. Committee membership varies with respect to gender distribution. The most influential committee, ICS MB, is male-dominated (36% female);

while female representation is higher on this committee than expected (given that only 27% of staff at Grade 9 or above are female), this is clearly not representative of the staff body as a whole. The SAT is the most heavily female-skewed committee (68% female). This is unacceptable and needs redressing; SAT membership will be reviewed yearly to ensure adequate representation by gender and other factors (and the intersection thereof, where possible) (SAT3.1). Overall, 58% of committee members are female. There is some evidence of “committee overload” with 63% of staff on more than 2 committees being women (CO5.6, CO5.7).

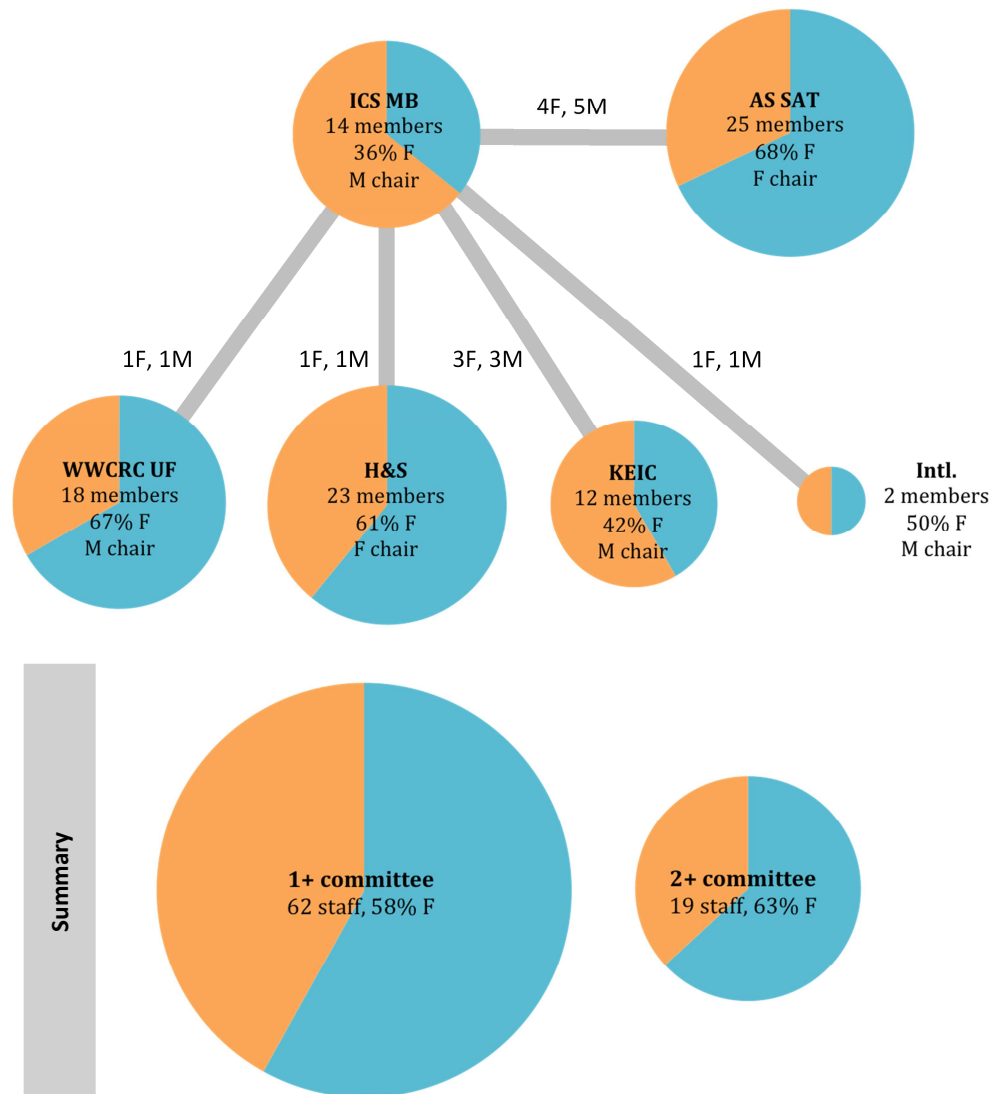


Figure 5.4.1: ICS management structure and its component parts. Committees are represented by pie charts representing female (blue)/male (orange) membership (abbreviations and order as in Table 5.4.1). Pie chart size is proportional to the size of committee. Membership overlap between the ICS MB and the five other committees is shown on the links joining the corresponding pie charts; gender profile of these overlapping members is shown on the links. (AS = Athena SWAN; ICS MB = ICS MB; KEIC = Knowledge Exchange and Impact Committee; Intl. = Internationalisation; H&S = Health & Safety; WWCRC UF = Wolfson Wohl Cancer Research Centre Users Forum).

Table 5.4.1: Committee composition by gender. The ICS MB and SAT are the two most influential committees within ICS. (AS = Athena SWAN; ICS MB = ICS MB; KEIC = Knowledge Exchange and Impact Committee; Intl. = Internationalisation; H&S = Health & Safety; WWCRC UF = WWCRC Users Forum). Summary statistics to assess committee overload are included (rows with grey background).

Committee	Female	% Female	Male	Chair
ICS MB	5	36%	9	M
AS SAT	17	68%	8	F
KEIC	5	42%	7	M
Intl.	1	50%	1	M
H&S	14	61%	9	F
WWCRC UF	12	67%	6	M
1+ committee	36	58%	26	-
2+ committee	12	63%	7	-

41% of ICS staff (39% female, 47% male) agreed with the statement “There is a balanced representation of women and men on institute committees”, an increase on 29% (25% female, 39% male) in 2014 despite static committee membership in the period. While the SAT interprets this as some evidence that our efforts to improve communication with regards to departmental structure, this proportion is still very low. Through regular committee rotation we will seek to redress the gender distribution of all committees.

Overall, committee membership is predominantly academic and/or administrative/managerial (**Figure 5.4.2**). The SAT has the highest proportion of non-academic members at 40% (2 technical, 5 MPA, 3 students).

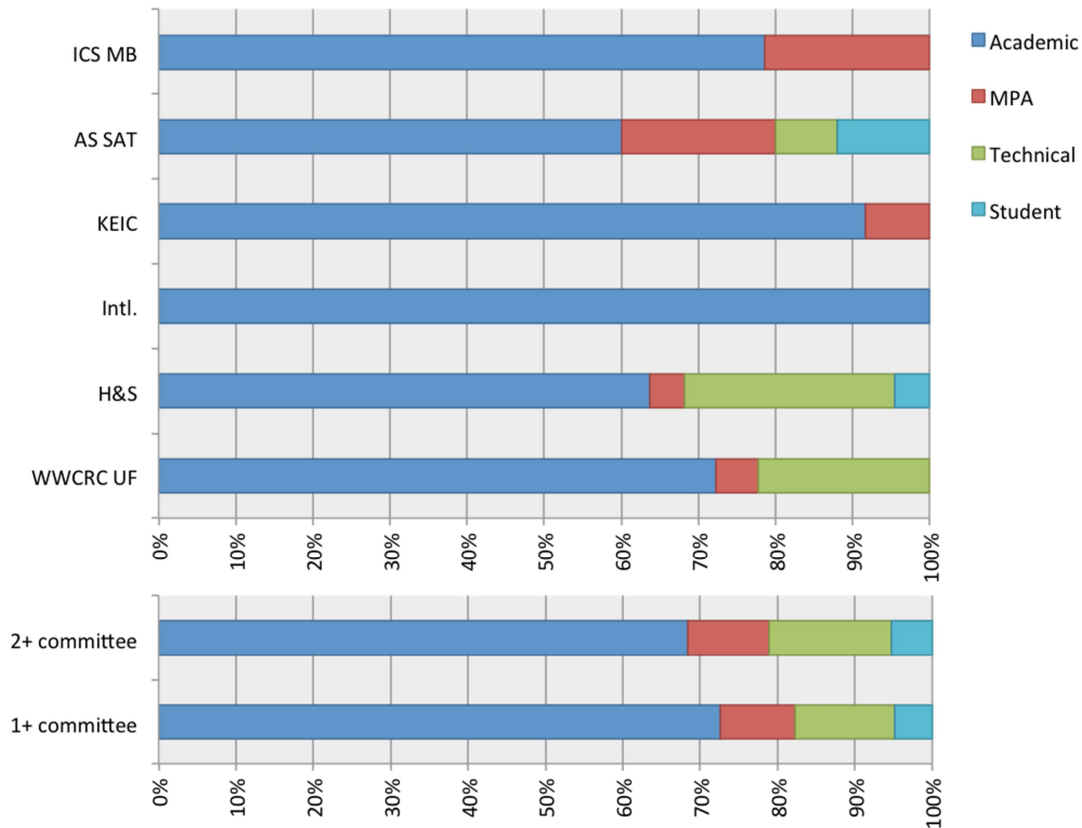


Figure 5.4.2: Distribution of committee membership by staff type. Committee membership distribution by job type (abbreviations and order as in **Table 5.4.1**). Staff type for those staff on 1+ and 2+ committees is summarised below the committee-specific plot.

To improve transparency in recruitment to departmental committees, open committee positions will be advertised to all ICS staff (by email) and will include essential and desirable criteria to encourage all suitable staff to apply. In the case of multiple applications, selection will be made on the basis of experience (**CO5.6**, **CO5.7**). Furthermore, all committee chairs will have a fixed tenure of 3 years (unless chair is linked to specific job; e.g. ICS Director), and, upon rotation, committee membership will be reviewed to correct disparities (gender or otherwise).

Relevant actions:	
SAT3.1	Annual open invitation to join SAT from Director of Institute to all staff and students
CO5.6	Improve recruitment procedures for all department committees
CO5.7	Improve clarity of departmental committee membership

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

16 staff sit on 32 external committees, including national/international funding and advisory boards (note that the SAT has interpreted “external” to mean external to the UofG). 25% of these staff are female (roughly corresponding to the 27% of senior staff who are female). These data were gathered by consultation with senior staff. To capture these data in an unbiased way going forward, a question about external committees has been included in the ICS-specific appendix to the P&DR (CO5.5) and WLM data will be analysed (CO5.8, CO5.9). This will allow the SAT to fully understand which staff are participating, whether there is an undue burden of responsibility on certain staff groups and to design and implement corrective policy.

Relevant actions:

CO5.5	Implement operational procedures to engage with staff and embed Athena SWAN related activity into working practices (including P&DR appendix and enforcement of mandatory E&D/Supervisor Training)
CO5.8	Capture data on participation on external committees and examine for bias with regards to gender or other factors
CO5.9	Analyse work load modelling data to identify whether female staff are being disproportionately allocated teaching, mentoring or committee work, or part-time working is being penalised

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

In the 2016 staff survey, 25% female and 47% male staff considered the process of workload allocation to be transparent. This figure has dramatically increased amongst men from only 21% in 2014, but is still low, particularly for women. There is clearly a need for increased transparency in workload allocation. ICS staff will participate in the full roll-out of the new UofG WLM system (scheduled for Spring 2017). This will cover all academic, teaching, clinical and administrative responsibilities, including outreach, mentoring and AS activity. It flags circumstances to take account of when allocating/reviewing workload including periods of maternity/parental/adoption leave and reasonable adjustments for disability. WLM seminars have taken place within ICS (September 2015, January 2016) with another arranged for January 2017.

An EIA (Equality Impact Assessment) has been conducted throughout its development. Anecdotally, it is thought that women are unfairly burdened with administrative roles at the expense of research and/or career progression. The impending data from the WLM

will be reviewed by ICS senior management to assess if this occurs in practice and implement necessary changes (**CO5.9**).

Relevant actions:

CO5.9 Analyse work load modelling data to identify whether female staff are being disproportionately allocated teaching, mentoring or committee work, or part-time working is being penalised

(vi) **Timing of departmental meetings and social gatherings**

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

In the 2014 staff survey, 50% of staff (40% female, 60% male) agreed that “meetings within the Institute are generally scheduled to enable those with caring responsibilities to attend”. Following the SAT’s introduction of a core-hours (10:00-16:00) departmental meeting policy, agreement rate increased to 79% (77% female, 82% male) in 2016, demonstrating wide adoption throughout ICS.

Our survey responses also demonstrate a slight improvement with respect to the timing of social gatherings. 50% of staff (45% female, 53% male) agreed that “work related social activities are scheduled, where possible, to allow those with caring responsibilities to attend” in 2016, compared to 39% (38% female, 36% male) in 2014. While we welcome this modest improvement, the SAT acknowledges the clear benefits of social cohesion for ICS and is inviting staff to form a social committee in order to improve this further (**CO5.3**).

Relevant actions:

CO5.3 Invite staff to form a social committee to improve the social environment within ICS

(vii) **Visibility of role models**

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department’s website and images used.

Internal ICS research seminars are a platform for senior ICS researchers. As such, the gender distribution of speakers roughly reflects the gender distribution of senior ICS staff: 33%, 22% and 36% speakers were female, with 26%, 27% and 27% female staff at or above Grade 9 in the same years (**Figure 5.4.3**). The ICS staff forums serve to disseminate other research-related information to staff; the gender distribution of speakers at these events varies widely (**Figure 5.4.4**) (**CO5.1; CD5.8**). The POGLRC seminar series has maintained an excellent gender balance since 2014 (**Figure 5.4.5**).

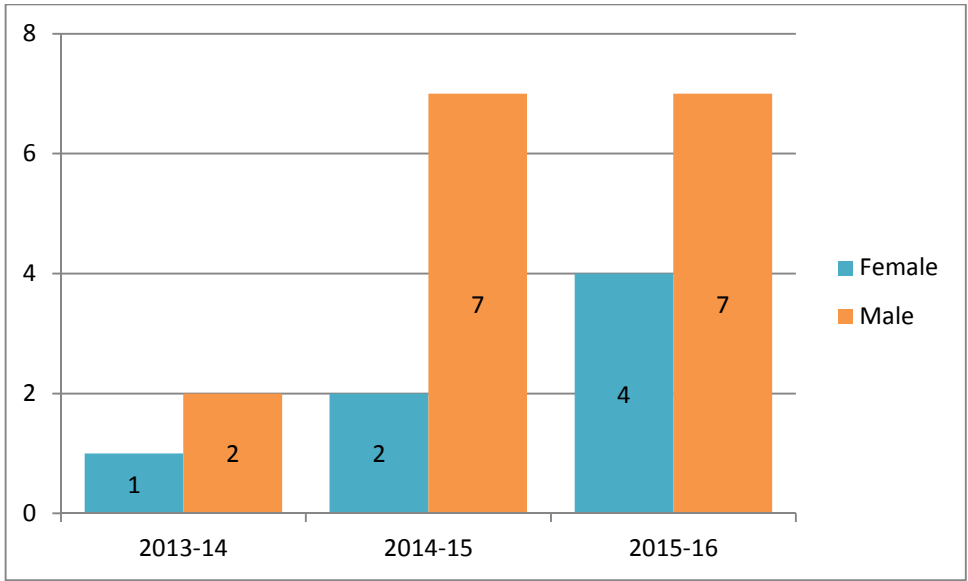


Figure 5.4.3: Internal ICS Seminar Speakers by gender 2013-16.

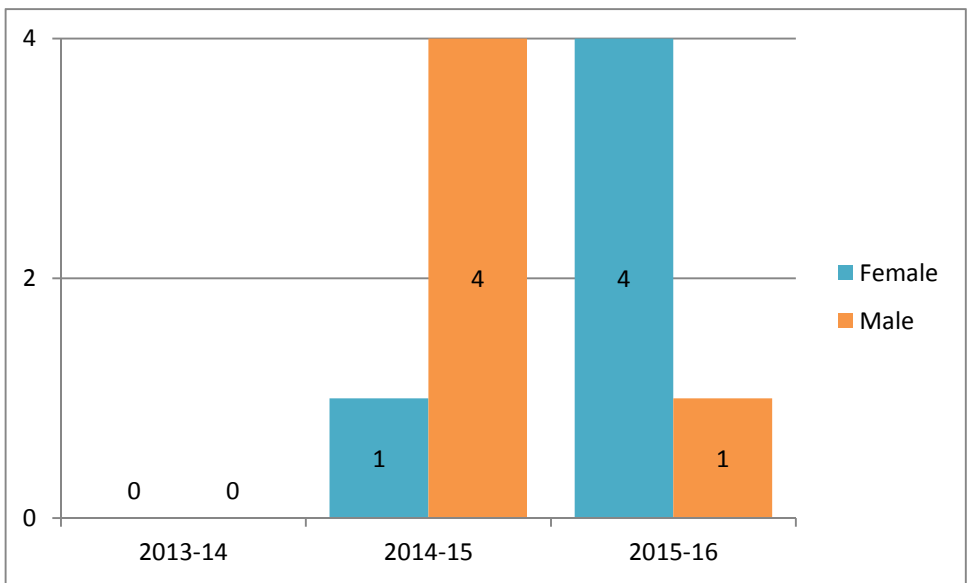


Figure 5.4.4: ICS Staff Forum Speakers by Gender 2013-16.

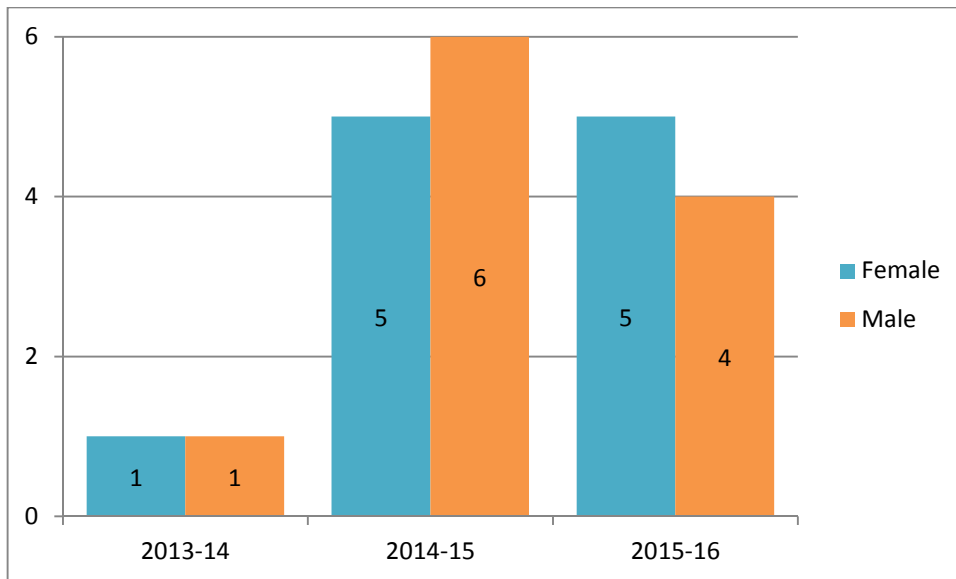


Figure 5.4.5: POGLRC External Seminar Speakers by gender 2013-16.

In our focus group exploring career progression for women and maternity leave (June 2015), increased exposure of positive role models and mentors was identified as critical in advancing gender equality in academia (**CO5.1, CD5.8, CO5.10**). As such, the SAT organised and chaired an event on IWD (08/03/16; **Figure 5.4.6**) to showcase the careers of five female scientists (from academic and PS roles). This event was very well received with 79 ICS staff/students attending from across the academic pipeline (92% female) and feedback (via post-its on the day) was very positive. This event was complemented by the first in our seminar series of Inspiring Speakers (**Figure 5.4.7**) in which Prof Moira Whyte (Head of University of Edinburgh Medical School) summarised her career in academic medicine. This was attended by 46 staff (76% female). Attendance for both events (including gender statistics) was captured by Eventbrite.

Relevant actions:	
CO5.1	Provide inspirational role models for all staff
CD5.8	Monitor attendance at weekly seminars to ensure gender equality of uptake as well as gender balance in invited speakers. In e-mails requesting external speakers, specifically ask that female speakers be considered
CO5.10	Incorporate consideration of challenges of maintaining work/life balance into research culture of the Institute



Figure 5.4.6: International Women's Day at ICS (8th March 2016).

ICS has devoted a section of the departmental website to showcase the careers of role models (of either gender). These role models will accumulate and/or rotate over time, the first being Dr Karin Oien (10/09/16). Research group images on our externally facing webpages are represented by gender-neutral images of the research and men and women are represented equally in any stock images.



Figure 5.4.7: Inspirational Women in STEMM seminar: Prof Moira Whyte.

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Outreach activity is embedded in the culture of ICS, is encouraged and valued, and is formally recognised in promotion and workload (CD5.9). ICS staff across the academic pipeline are engaged in a broad range of outreach events; examples are collated in **Table 5.4.2** and there is no evidence of gender bias. The consistent and accurate capture of outreach activity will be possible via WLM (**Section 5.4.v**) from Spring 2017.

Table 5.4.2: Examples of outreach activities performed by ICS staff. Staff are grouped by grade and are ordered from most senior (top) to most junior (bottom).

Staff member	Outreach activities	Gender
Prof Jeff Evans Professor Director of institute	<ul style="list-style-type: none"> Regular presentations to print and broadcast media on aspects of pancreatic cancer and melanoma Video for ECMC Network for World Cancer Day Google hangout on immunotherapy 	M
Prof Tessa Holyoake Professor Deputy Director of Institute	<ul style="list-style-type: none"> Multiple media interviews since 2012 (STV 6pm News, STV online, BBC1 Scotland, BBC Radio). National Print and Web: The Herald, The Scotsman, Daily Express, The Metro, The National, The Evening Times, Daily Record. Videos created for both Facebook and Twitter, and distributed on social media channels. On Facebook: more than 200k people reached with in excess of 61,000 video views. 	F
Prof Paul Shiels Professor	<ul style="list-style-type: none"> Interviews for BBC Newsnight, BBC Radio Scotland. Inclusion in a documentary for STV on Poverty and ageing. Interviewed for film “An East End Journey”, explaining links between poverty, ageing, diet and disease, now being used as an educational film for the general public. Widespread coverage in The Herald, The Times, Washington Post, Huffington Post, Daily Mail, The Scotsman, The Irish Times. 	M
Prof Andrew Biankin Professor	<ul style="list-style-type: none"> Media interviews (ITN) National Print and Web: BBC Online, The Conversation, Daily Record, The Scotsman, BBC Earth Magazine 	M
Prof Mhairi Copland Professor	<ul style="list-style-type: none"> National print and web: The Glasgow Herald and Scotsman On-line video for vjhemonc Organising local and national events for leukaemia patients Providing expert opinion for Bloodwise and presenting at Bloodwise “Impact” events 	
Dr Helen Wheadon Senior lecturer	<ul style="list-style-type: none"> Speaker at Café Scientifique and Glasgow Explorathon, two major ‘Public engagement with Science’ initiatives in Glasgow. National Print: Scotland on Sunday & Huffington Post. 	F

	<ul style="list-style-type: none"> • MOOC-Cancer in the 21st Century: The Genomic Revolution. • Scottish Stem Cell initiative ‘Talking Stem Cells’ - schools and colleges. • Hope Beyond Hype-Scottish Stem Cell Stories a magazine designed for the general public and schools. 	
Dr Stephen Tait	<ul style="list-style-type: none"> • Open day event for public engagement and information. 	M
Senior lecturer		
Dr David Vetrie	<ul style="list-style-type: none"> • Speaker/Organiser of Bloodwise Cancer Patient engagement and information day. 	M
Senior lecturer		
Dr Joanne Edwards	<ul style="list-style-type: none"> • Talks to Local Government Councils and Patient groups on Prostate cancer. 	F
Senior lecturer		
Dr Vignir Helgason	<ul style="list-style-type: none"> • Speaker at Open day events for general public and funders. • Organizer of fundraising “Tommy Burns” football match and dinner. 	M
Research fellow		
Dr Peter Bailey	<ul style="list-style-type: none"> • Media interviews (BBC Radio Scotland) 	M
Research fellow		
Dr Bjorn Kruspig	<ul style="list-style-type: none"> • Glasgow Science Centre, Exploring the Oncogene-Induced Vulnerabilities of Cancer. 	M
Research fellow		
Dr Antonia Roseweir	<ul style="list-style-type: none"> • Kidney Cancer UK Patient Day. Talk for public and patients on renal cancer research. 	F
Research associate		
Dr Lisa Hopcroft	<ul style="list-style-type: none"> • STEM careers talks to school children (S2-S6) at Bearsden Academy, Johnstone High School, Largs Academy). • Speaker at multiple Open day events. 	F
Research associate		
Ms Jennifer Roccisana	<ul style="list-style-type: none"> • Glasgow Science Centre, Cancer Research: Lessons Learned from the Fly 	F
Research assistant		
Ms Millie McAllister	<ul style="list-style-type: none"> • School talk on women in science. 	F
PhD student		

ICS has a well-established KEI committee (**Figure 5.4.1**) which actively helps promote the recognition of outreach activities; records interactions with various external stakeholders and provides training/information/briefing documents for staff (**CD5.11**). This has encouraged visibility and appreciation of outreach activities, which are also recognised and recorded as part of the P&DR and promotion criteria (**CD5.12**).

There is remarkable engagement of ICS students with 90% of PGRs having participated in a public outreach activity (**Figures 5.4.8-9**). These activities include ICS-specific events (patient groups, open evenings) and wider initiatives (e.g., Explorathon; Glasgow Science Festival; the UofG’s Three Minute Thesis Competition) (**Figure 5.4.10**).

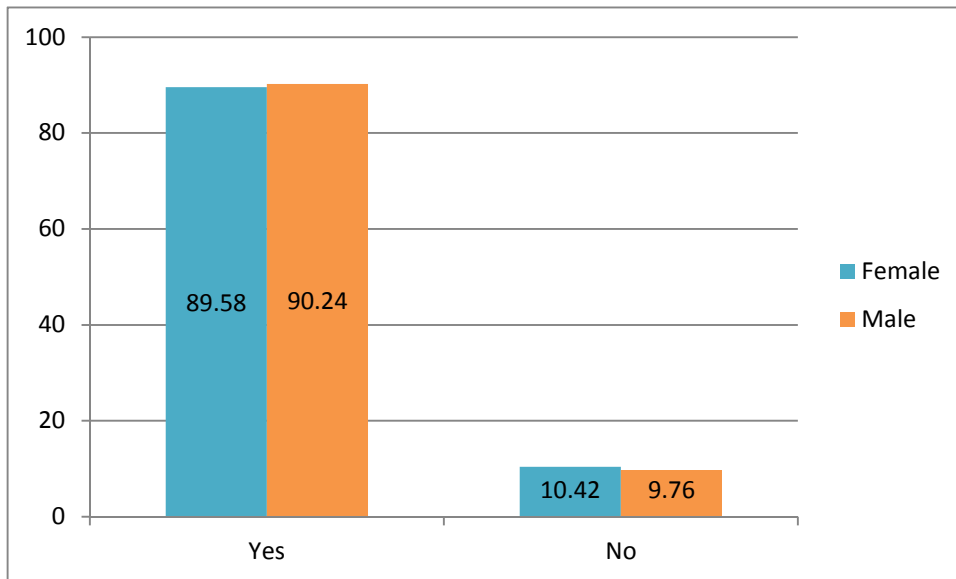


Figure 5.4.8: Outreach activities undertaken by PGR students by gender.

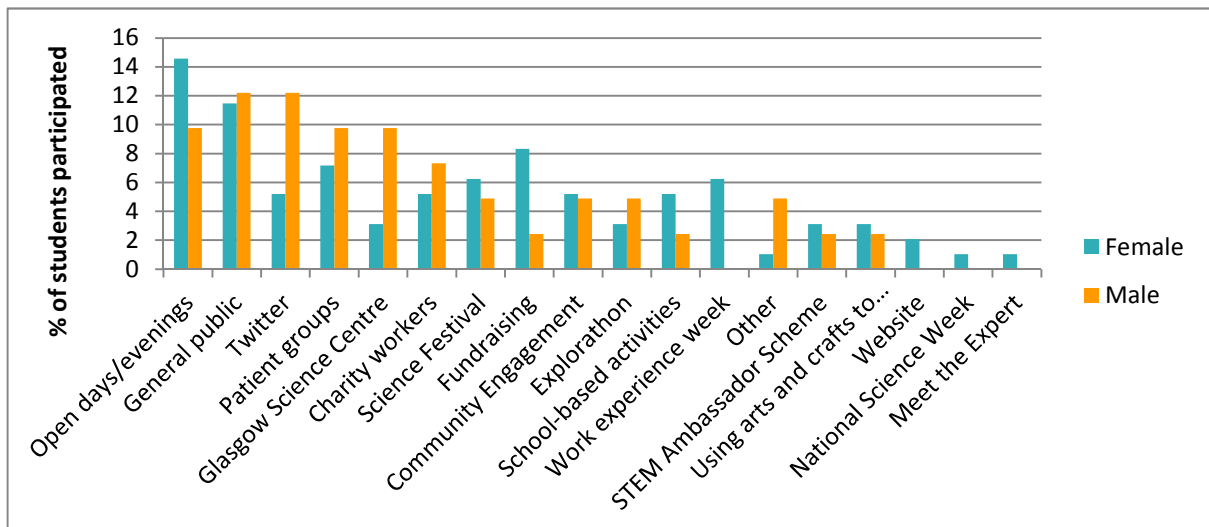


Figure 5.4.9: Types of outreach activity undertaken by PGR students.

Relevant actions:

CO5.9	Support WLM within our institute and use it to assess gender inequality with respect to workload allocation
CO5.11	Continue to promote impact and KE opportunities
CO5.12	Capture and maintain a comprehensive record of media/publicity/outreach activities by students and staff



Figure 5.4.10: Photos from outreach events, including WWCRC and POGRLC Open/Donor Days; STEM career days in high schools; Tommy Burns dinner and charity football match; and the Explorathon at Glasgow Science Centre.

(7112 words)

SILVER APPLICATIONS ONLY

6 CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

7 FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

ICS Staff and Student Surveys

Our surveys have been invaluable, providing essential information and evidence to develop and evaluate our strategies. They raised the profile of Athena SWAN, highlighted difficulties faced by many women pursuing a career in STEMM and led to increased discussion on ways to improve the working environment.

Staff Surveys (2014 and 2016)

Surveys were anonymous, based on UKRC-WISE survey with five-point scale, and responses aggregated into three categories (see table 7.1). For each question, %response rate for each category and gender was calculated.

Table 7.1: Survey results were based on a five point scale with aggregation into three categories. Outcomes were calculated based on UKRC-WISE criteria with a third category added to indicate where improvement was required.

Five point scale	Aggregated Categories	Outcomes
Strongly agree	Positive Response – “Agree”	77% or above agree = good practice
Agree		<50% agree = improvement required
Strongly disagree	Negative Response – “Disagree”	28% or above disagree = immediate action required
Disagree		
Neither agree or disagree / don’t know	Neutral Response	

Similar percentages of staff completed the surveys (70%, 2014 & 69%, 2016). Results are presented in Table 7.2.

In summary, in 2014:

- Only 2 responses were considered good practice (Q1,Q3);
- 10 areas, around induction, promotion, mentoring, P&DR and reward and recognition (Q9,Q15,Q21,Q23,Q27,Q28,Q30a/b,Q32a/b) required immediate action;
- Several areas required improvement.

In comparison, in 2016:

- 5 areas of good practice were identified (Q1,Q2,Q3,Q11,Q12);
- 4 areas required and are receiving immediate attention; mentoring (Q14,Q16), Knowledge of R&R scheme criteria (Q25a, new question); helpfulness of P&DR process to career progression (Q30b).

- A more gender-balanced response in previous areas of imbalance (Q2,Q9,Q23,Q27,Q30a). Q5, Q6 and Q7 improved dramatically amongst men, (now good practice);
- An increase in men agreeing with Q19, and women agreeing to Q37; now meeting 'good practice' (See Section 5.4.i).

Measures are being implemented (**CD5.10-5.13; CD5.15; CO5.5**) to address areas requiring immediate attention.

Student survey

Areas of good practice identified around:

- workplace (flexible hours, working environment and effective processes for dealing with offensive behaviour)
- awareness of how to access training and development opportunities; good participation rates for schemes providing career development and advice;
- positive experiences of performance and development review;
- active participation in broad range of outreach and KE activities.

Improvement was required around:

- knowledge of gender equality policies - new, compulsory E&D training and improved communication of initiatives within ICS will address this;
- despite good participation in career themed training opportunities, we found that our students (particularly males) were not confident about career paths and security.

Areas for immediate action:

- awareness of the Athena SWAN charter and the initiatives instigated by the SAT (especially for males); this should improve as five PGRs (3 non-clinical and 2 clinical) are now SAT members and promote activities through the Student Forum and ICS PGR social media;
- our specific ICS training opportunities require improvement; we are addressing this through the Student forum, SSLC and ICS-specific career talks.

Future plans - We will re-run both surveys in 2018, with the ambitious aim of having no categories requiring immediate action and increasing the number of good practice range responses.

Relevant actions:

CD5.10	P&DR review panels for each staff category (i.e., academic, support and technical) to identify training needs and individuals for promotion/R&R
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CD5.11	Establish a gender balanced mentorship scheme for all post-doc/ECR academic staff
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CD5.12	Extend the successful clinical haematology research subgroup model to benefit all medical trainees within ICS
CD5.13	Establish a post-doc/ECR advisory panel on the model of the research subgroup in CD5.12
CD5.15	Develop and implement a PGR mentorship programme
CO5.5	Implement operational procedures to engage with staff and embed Athena SWAN related activity into working practices (including P&DR appendix and enforcement of mandatory E&D/Supervisor Training)

(428 words excluding tables and Action Plan)

Table 7.2. Percentage response in the three categories (agree/neutral/disagree) for staff overall, female staff and for male staff; for 2014 and 2016. Results indicating good practice, immediate action and improvement required are highlighted in green, red and orange, respectively.

		2014									2016								
		Overall			Female			Male			Overall			Female			Male		
		Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Q1	The atmosphere in the Institute is inclusive for both women and men	79	16	5	84	14	2	76	19	5	91	5	4	87	6	6	97	3	0
Q2	Meetings within the Institute are generally scheduled to enable those with caring responsibilities to attend (e.g. between 10 am and 4 pm)	50	29	21	40	33	27	65	22	13	79	14	7	77	15	8	82	12	6
Q3	Work-related social activities (i.e., staff parties, team building or networking events) are appropriate for both men and women	81	17	2	86	12	2	78	19	3	82	16	2	77	19	3	94	6	0
Q4	Work related social activities are scheduled, where possible, to allow those with caring responsibilities to attend (i.e., staff parties, team building or networking events)	39	44	17	38	41	21	36	53	11	50	42	8	45	47	8	53	38	9
Q5	There are suitable social spaces for people to meet informally within the Institute	61	18	21	59	18	23	62	16	22	72	8	20	66	10	24	85	3	12
Q6	There are opportunities for networking within the Institute	71	18	11	72	18	10	70	16	14	67	21	12	56	28	16	85	9	6
Q7	I have benefitted from the advice	67	23	10	71	18	11	68	24	8	76	13	11	73	16	11	88	9	3

	of peers within the Institute																		
Q9	Institute induction process met my needs (recruited since August 2010)	54	22	24	64	23	13	33	29	38	62	28	10	68	23	9	51	37	12
Q10	The process of workload allocation in the Institute is transparent (i.e., allocation of teaching, administrative or pastoral work to individual staff members)	25	51	24	26	49	25	21	57	22	33	45	22	26	48	26	47	38	14
Q11	My workload allocation reflects my job description and is appropriate for my grade	62	15	23	67	12	21	59	14	27	81	8	11	74	10	16	94	6	0
Q12	I am comfortable with my workload	69	12	19	69	12	19	67	11	22	78	14	8	76	13	11	85	12	13
Q13	Outreach/Public Engagement activities (i.e., participation in external science events for the general public or scientific engagement of school children) are given consideration in my overall workload	34	45	21	30	48	22	38	38	24	45	38	17	37	40	23	59	32	9
Q14	Mentoring activities are given consideration in my overall workload	42	33	25	44	28	28	40	34	26	32	46	21	21	50	29	56	32	12
Q15 2016	I feel encouraged to establish mentoring relationships to develop my career										41	38	20	34	40	26	59	29	12
Q15	Formal staff mentoring is encouraged (i.e., junior colleagues by senior colleagues)	43	26	31	47	29	24	38	24	38									
Q16 2016	I have benefitted from one of the recent mentoring schemes trialed by the MVLS College										18	54	28	14	52	34	26	56	18

Q16	Informal staff mentoring is encouraged (i.e. junior colleagues by senior colleagues)	59	21	20	65	19	16	49	24	27									
Q17	There is a balanced representation of women and men on Institute committees	29	64	7	25	68	7	39	53	8	41	49	10	39	50	11	47	44	9
Q19	The Institute's working environment is equally supportive for men & women	69	24	7	70	23	7	70	25	5	75	20	5	68	24	8	85	15	0
Q21	I am aware of the University promotion process and criteria	49	19	32	50	21	29	46	16	38	64	19	17	65	16	19	68	21	12
Q22	I am actively encouraged to develop my career in my current grade	49	35	16	50	34	16	43	38	19	54	23	23	56	21	23	56	24	21
Q23	I am encouraged and supported to apply for promotion within the Institute	30	38	32	38	35	27	16	43	41	26	47	27	26	47	27	29	50	21
Q24	Appropriate support is provided at every stage of the promotion process within the Institute	21	60	19	26	58	16	14	59	27	28	55	17	29	55	16	29	53	18
Q25a 2016	I am aware of the University Reward and Recognition Scheme Criteria										54	5	41	60	3	37	44	9	47
Q25	I have access to opportunities, including funding, for professional development (e.g. conferences)	49	32	19	50	37	13	49	24	27	54	26	19	48	29	23	68	20	12
Q26 2016	I feel supported when submitting research grant application										63	23	14	62	21	17	80	11	9
Q26	I have access to relevant training courses that meet my needs in career and professional development	76	17	7	79	14	7	76	19	5	74	20	6	75	17	8	73	24	3
Q27	There has been useful support in the Institute at key transition points within my career	38	29	33	50	20	30	23	37	40	51	25	24	51	23	26	53	30	17

Q28	I have benefitted from the advice of mentors within the Institute																		
	a. formal mentors	57	22	21	60	22	18	50	21	29									
	b. informal mentors	64	19	17	65	21	14	62	17	21									
Q30	a. The Performance and Development Review (P&DR) process recognises the full range of my skills, abilities and contributions to the Institute	39	28	33	46	28	26	26	30	44	44	35	21	40	37	22	50	32	17
	b. The P&DR process is useful in helping progress my career	31	32	37	34	37	29	26	22	52	37	29	34	36	29	35	43	29	29
Q31	a. The Annual Review of Competence Progression process recognises the full range of my skills, abilities and contributions to the Institute	53	40	7	50	40	10	50	50	0									
	b. The Annual Review of Competence Progression is useful in helping progress my career	53	27	20	50	30	20	50	25	25									
Q32	a. The Consultant Appraisal and Revalidation Process recognises the full range of my skills, abilities and contributions to the Institute	50	29	21	25	25	50	50	30	20									
	b. The Consultant Appraisal and Revalidation Process is useful for helping progress my career	36	36	28	50	50	0	30	30	40									
Q37	The Institute should take action to promote gender equality	65	30	5	64	34	2	64	25	11	74	22	3	81	17	2	59	35	6

8 ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
SAT3.1	Annual open invitation to join SAT from Director of Institute to all staff and students.	To regularly refresh the SAT and enable new members to join. Ensure adequate staff/student representation of SAT membership. Upholding Athena SWAN principle of benefitting from the talents of all. Consulting as many different stakeholders as possible.	Annual email to all staff inviting them to join SAT. Review SAT membership and identify which staff and student demographics are under-represented (e.g. MSc students). Recruit to resolve this, adhering to the policies described in CO5.6.	May 2017 and annually thereafter.	SAT chair, SAT committee as a whole and Director ICS.	At least 2 new SAT members annually. Overall SAT membership to include at least two representatives (i) at each grade (ii) of flexible/PT working (iii) of each job type. Gender split not to exceed 60% of either gender.
SAT3.2	Rotation of SAT chair every 3 years.	To enable development of fresh ideas within SAT.	New SAT chair every 3 years (aligned with CO5.6).	March 2017.	SAT chair and Director ICS.	New SAT chair identified and in post March 2017.
SAT3.3	Invite MSc Cancer Sciences class	To embed the principles of Athena	MSc students are informed of Athena	January 2017.	SAT chair.	MSc class representative is SAT member by January

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
	representative to join SAT.	SWAN within this student group.	SWAN principles and engage with Athena SWAN policies.			2017.
SAT3.4	Publish ICS Athena SWAN activity annual report.	To keep ICS staff/students updated about Athena SWAN activities and continue to promote Athena SWAN principles.	Report will include details of: Previous and forthcoming Athena SWAN events, links to HR policies, details of family friendly policies, social events. Publication of this report on the departmental website and sent to all staff/students by email.	March 2017 and annually thereafter.	SAT chair and Head of Administration, ICS.	Distribution of Athena SWAN annual report to ICS staff/students via e-mail and publication on ICS webpages by March 2017.
SAT3.5	Quarterly update of Athena SWAN section of ICS website.	To keep ICS staff/students updated about Athena SWAN activities and continue to promote Athena SWAN principles.	Website will include meeting minutes, annual reports, details of previous and forthcoming Athena SWAN events, family friendly policies, social events and links to HR policies.	Quarterly update next due December 2016.	ICS webmaster.	Up-to-date Athena SWAN section of ICS website to include meeting minutes, annual reports, presentations and additional appropriate gender equality articles.
SAT3.6	Administer staff survey every 2 years.	Identify future areas for improvement and examples of good practice.	Staff survey questions will be reviewed in Q1/2018 and survey finalised and delivered anonymously to all ICS	May 2018 Survey analysed and data to	University Gender Equality Officer and ICS SAT	Report survey results to staff Publication of survey results on ICS Athena

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
			staff.	staff and ICS MB by December 2018.		SWAN website. Interpretation of data and recommendations fed back to ICS MB. An increase of >10% in the percentage of men responding to the staff survey and <10% difference in response rates between men and women (currently 73% women and 56% men responded to survey).
PotD4. 1	Web communications about the MSc Cancer Sciences Course will be amended to reflect the possibility to study part-time on a modular basis.	Will make clear availability of this course on a part-time basis.	On-line course information will be updated to highlight availability of course on a modular part-time basis.	January 2017.	PGT Convenor.	Take up of course on a part-time modular basis by at least 2 students by 2020.
PotD4. 2	Data capture & analysis of applications/offer s/ completion rates/degree classification over	MVLS/ICS has implemented better systems to collect data in relation to PGT/PGR in the last 12 months both centrally and	Data will be collated on an annual basis and discussed at ICS MB and MVLS PG committee meeting following analysis.	Annually from October 2017.	SAT student working group led by Associate Dean PGR.	Stable PGT/PGR numbers over the next 4 years and high completion rate for all students undertaking PGT/PGR.

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
	the next 4 years to determine gender distribution.	within the Institute.				
PotD4.3	Review the detailed written guidance given to all PGT students, and address any deficiencies that may be identified.	There is an imbalance in the performance of male and female students in the PGT programme with female students having a higher proportion of merits.	Written guidance to PGT students to be reviewed and revised as necessary.	September 2017.	PGT Convenor.	High completion rate for all PGT students with a similar proportion of male and female students achieving merit and distinction.
PotD4.4	Investigate reasons for limited use of PT working hours by male staff.	PT workers within our institute are almost exclusively women. No male members of staff work part-time above Grade 8.	Include questions in 2018 survey to capture: <ul style="list-style-type: none"> the extent to which staff would like to work part-time (ideally); the reasons why (particularly men) do not consider this in senior roles. 	Survey 2018 (planned for May/June).	SAT to design/ implement questionnaire.	An improved understanding of why men do not consider working PT at higher levels of seniority, and whether any action can be taken by ICS to support those male staff who wish to do so.
CT5.1	Compile a list of approved interview panel members.	To ensure adequate training (i.e., having completed E&D and R&S training) of all interview panel members.	A pool of trained staff from which interview panel members, both male and female, can be selected.	January 2017.	Head of Administration will receive quarterly updates from EDU to identify R&S non-completers	100% of interview panel members to be adequately trained by August 2018.

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
					(alongside E&D non-completers, see CO5.5) and will update the list of approved panel members at that time.	
CT5.2	Clearly signpost induction materials on the ICS website and promote at staff forums.	Staff survey (2014) identified deficiencies in the induction process, particularly amongst male staff (Q9). Improvement clear in the subsequent survey (2016), but response rate still lower for male staff (51% male vs 68% female) and too low overall (62%).	The materials are clearly available on the ICS website.	Immediate.	SAT CT lead to communicate with ICS webmaster.	>80% of staff feeling that the induction process met their needs, as measured in staff survey (2018), aiming for >90% by 2020. A reduction to <10% in the difference between female and male agreement to the same question (currently 68% women and 51% men).
CT5.3	Continue to run annual promotions and Reward & Recognition (R&R) workshop within ICS, specifically focusing on the promotion criteria for each transition.	Career progression bottlenecks at Grade 8/9 and Grade 9/professor, particularly with respect to female staff. Committing to the Athena SWAN principle of removing obstacles specifically faced by	Yearly promotion workshops with precise treatment of criteria at key transition points as identified in our staff academic pipeline (i.e., between Grade 8/9 and Grade 9/professor). Departmental appendix to P&DR process (CO5.5)	Annually in May (before P&DR and after previous round has completed).	To be arranged by SAT Career Development subgroup and delivered by HR.	>70% staff demonstrating knowledge of R&R procedures, as measured by the next staff survey (2018). ≥50% agreement (an increase from 37% in 2016) amongst all staff that P&DR benefits career progression, as measured

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
	Request feedback from participants to inform future workshop design/content.	female staff. Fostering an educated staff body, specifically with respect to promotion and R&R criteria and procedures.	ensuring that career progression discussions take place for all staff.			by the next staff survey (2018), with a further increase to 60% by 2020. In addition, ≤25% <i>disagreement</i> (a decrease from 34% in 2016) amongst all staff that P&DR benefits career progression, as measured by the next staff survey (2018), with a further decrease to ≤20% by 2020.
	Embed discussions about career progression within annual P&DR reviews.	Recognising that awareness of R&R scheme criteria is an area for immediate action amongst all staff in the 2016 staff survey. Recognising that a significant proportion of staff (27% women, 21% men) do not feel encouraged or supported to apply for promotion.				>50%* agreement amongst staff that they feel supported and encouraged to apply for promotion (Q23), as measured by the next staff survey (2018). >50%* agreement amongst staff that they feel appropriate support is provided at every stage of the promotions process (Q24), as measured by the next staff survey (2018).

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
						* NB. 50% equates to approximately doubling the positive response rate to these questions, as surveyed in 2016.
CT5.4	Raise awareness of Athena SWAN Charter and ICS Athena SWAN initiatives through the student forum, SSLC and other ICS student events.	To embed the principles of Athena SWAN within the PGT and PGR student bodies.	PGT and PGR students are informed of Athena SWAN principles and engage with Athena SWAN policies.	June 2017.	PGR and PGT conveners.	At least one dedicated student Athena SWAN event per academic session.
CT5.5	Apply to West of Scotland Deanery and CATAC to request additional clinical lecturer posts in haematology, medical oncology and clinical oncology.	There is a block in clinical academic progression between CRF and clinical lecturer grades.	Application to West of Scotland Deanery and CATAC for additional clinical lecturer posts in haematology, medical oncology and clinical oncology.	Second lecturer in clinical oncology appointed August 2016. Applications for clinical lecturers in medical oncology and haematology by May 2018.	Clinical academic leads medical oncology and haematology.	Appointment of second clinical lecturers in clinical oncology, medical oncology and haematology by 2020.

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
CD5.1	Provide information to PGT course directors (at annual away day) about PGR conversion. Alert PGT about PGR opportunities and events being held throughout the new academic year.	To retain PGT students and assist career progression.	Conversion of ICS PGT students to PGR.	Annually from September 2016.	PGT Course Director(s) and ICS PGR Convenor.	>10% increase in students converting from UofG PGT to PGR by 2020.
CD5.2	Establish an ICS career specific programme of talks in collaboration with the career service and external partners specific for PGT/PGR/ECR.	Whilst majority of students wish to stay in academia, many are unsure of their career path.	Tailored programme of talks to be developed. Administer events using Eventbrite to collect detailed information about gender of PGR/PGT students attending careers events.	October 2017.	Associate Dean for PGR with SAT CD working group.	>50% of students secure in career path in next student survey.
CD5.3	Include a positive action statement, committing to Athena SWAN Charter, to all advertisements for ICS job vacancies.	Maintain gender balance in application and encourage applicants who wish to work flexibly of part-time to apply.	Draft wording of positive action statement for job advertisements (including commitment to gender equality; support for principles of flexible working; providing a link to	December 2016.	SAT chair and Head of ICS Administration to liaise with College HR Officer and ICS Director.	Maintain 40% application rate from women to senior clinical and non-clinical posts.

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
			family-friendly policies and welcoming applications from women as an under-represented group).			
			Agree wording of positive action statement for job advertisements.	February 2017.	SAT chair and Head of ICS Administration with University of Glasgow	
			Ensure all ICS job descriptions contain the agreed wording of the positive action statement.	April 2017 onwards.	Central HR Recruitment Team.	
CD5.4	Improve capture of information about destination of ICS leavers via exit interview.	A lack of data capturing why staff leave ICS and their next destination. Analysing this data may identify gender equality issues to be resolved within ICS. Reference to centrally held data shows that staff often choose not to respond to the leavers survey.	Exit interview and questionnaire conducted with all staff leaving ICS. Analysis of anonymised exit interview questionnaires by SAT annually to identify any gender equality issues. Report issues to ICS MB to address identified issues.	Questionnaire finalised December 2016. Questionnaire approved by ICS MB February 2017. Exit interviews from March 2017.	Head of ICS Administration. ICS Director. Head of ICS Administration.	By June 2019, have a clearer understanding of the next destination of colleagues that leave ICS, and what their career path is. Identify if there are any gender equality issues relating to reasons that people leave and develop future action points as necessary.

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
				Review by SAT, annually from March 2018.	SAT chair.	
CD5.5	REF2020 seminars/workshops for staff to ensure that all potential returnees know what is expected well in advance of the deadline.	Poorer return rate for women may be due to a lack of information and advice regarding the REF process. At time of writing, Stern recommendations suggest that all staff will be returned to REF.	Local seminar to describe the process, the results of the Stern Report and how the REF2020 will differ from REF2014.	September 2017.	SAT CD subgroup to liaise with RSIO with regards to seminars/workshop events.	All staff feel informed of the changes to REF and feel supported to meet the proposed requirements of an all staff return - as evidenced through positive evaluation following workshop and with follow-up questions in the 2018 staff survey.
CD5.6	Establish ICS annual training surveys to assess training undertaken by staff and to identify training needs.	Beyond University training and evaluation, ICS has no system to monitor the effectiveness of training nor to improve the quality of training in response to uptake and evaluation.	Training survey designed, approved and circulated. Survey results summarised and discussed at ICS MB.	October 2017. March 2018.	SAT CD working group, SAT chair.	Identify and address at least one unmet training need of ICS staff by October 2018.
CD5.7	Encourage use of online training portfolio to record individual training objectives and	The new online P&DR (launched for 2016) includes a training portfolio but staff awareness is low as this	Capture of data regarding training within ICS.	October 2017.	Individual staff are responsible for completion. Line managers to flag the	>60% of academic staff to complete training portfolio online by November 2018.

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
	results.	system is new.			importance of this during P&DR.	P&DR review panels (see CD5.10) to collate and evaluate the results of training for individual members of staff and ICS MB to decide on new training requirements.
CD5.8	Monitor attendance at weekly seminars to ensure gender equality of uptake as well as gender balance in invited speakers. In e-mails requesting external speakers, specifically ask that female speakers be considered.	Currently this information is not recorded but is critical to assess the accessibility of inspirational role models to the staff/student body and improve academic progression for all staff (particularly female staff at progression bottlenecks).	Attendance register to be circulated at every seminar and collected. Institute seminar organisers to canvass for suggested speakers to help with gender balance. Emails requesting external speakers should specifically ask for consideration of female (or other under-represented groups, e.g. part time) speakers.	October 2016-October 2020.	SAT CD working group to contact organisers for ICS and POGRLC seminars, staff forum and CDP.	Equitable gender balance in attendance at seminars with 50:50 balance in gender of external speakers. Ensure representative senior staff gender ratio for internal speakers at ICS staff forum (so as not to overburden female staff).
CD5.9	Introduce mandatory P&DR training for reviewers and reviewees.	Despite ~90% participation, many staff do not feel that P&DR recognises their full range of contributions nor helps to progress their careers (as identified by	The SAT hopes that mandatory training will re-engage reviewers/reviewees with the positive aims of the P&DR process. Staff to undertake	October 2017.	ICS HR Manager.	P&DR training uptake to increase to 95% by 2020. Increased agreement (>60%) amongst all staff that the full range of contributions are recognized by the P&DR

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
		the staff survey).	training every 5 years.			process as measured by the next staff survey (2018). Increased agreement (>70% agree) that the P&DR process benefits career progression as measured by the next staff survey (2018).
CD5.10	P&DR review panels for each staff category (i.e., academic, support and technical) to identify training needs and individuals for promotion/R&R.	Staff do not feel encouraged to apply for promotion and are not sufficiently aware of R&R scheme (as identified by staff survey).	Established P&DR review panels will meet once a year to review all staff, identify unmet training needs (align with CD5.6, CD5.7) for each staff category and identify potential candidates for promotion/R&R.	January 2017 (following P&DR process ending in September) , and annually thereafter.	ICS HR Manager.	≥10% increase in applications for promotion over 4-year period. ≥10% increase in applications for R&R over 4-year period.
CD5.11	Establish a gender balanced mentorship scheme for all post-doc/ECR academic staff.	Introduction of WLM (CO5.9) and inclusion of mentoring activities within this framework may now encourage more staff to engage with mentoring programmes (as mentors and/or mentees).	Creating and embedding of ECR mentorship programme within the Institute, which will preferentially address the drop-off in female staff particularly at Grade 8.	October 2017 (scheme to be in place and launched).	SAT CD working group lead.	Achieve >50% agreement rate amongst male and female staff that mentorship is (i) encouraged; (ii) recognised as part of their workload and (iii) beneficial to career progression, as measured by the next staff survey (2018).

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
		<p>Only 15%/26% of female/male staff felt they had benefitted from the pilot (2014-16) Athena SWAN mentoring programme, as captured by the 2016 staff survey. Anecdotally, this was partly due to a lack of suitable mentors and difficulties in appropriate matching between mentors/mentees.</p> <p>A need to extend the mentoring benefits of ECDP to more early career staff (Grade 7 and 8) to address career progression bottlenecks earlier in the pipeline.</p> <p>A minority (34%) of female staff feel encouraged to establish mentoring relationships to develop their career, compared to the</p>				

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
		majority (59%) of male staff (2016 staff survey).				
CD5.12	Extend the successful clinical haematology research subgroup model to benefit all medical trainees within ICS.	The pilot scheme in haematology has been popular and has improved networking between clinical trainees and non-clinical ICS group leaders facilitating PhD fellowship, NES lectureship and clinician scientist applications and awards. All medical trainees stand to benefit in the same way, should this format be extended to other specialities.	Creation of research subgroups designed to enhance the research careers of early career clinical staff.	October 2017.	SAT chair, SAT CD working group, (which currently includes 3 clinical professors).	>3 clinical trainee/non-clinical PI “partnerships” established per year leading to PhD/NES lectureship or clinician scientist award. >75% of all clinical trainees in ICS relevant specialties meet new research subgroup >1 time during clinical training.
CD5.13	Establish a post-doc/ECR advisory panel on the model of the research subgroup in CD5.12.	Recognising that many early career non-clinical research staff (i.e., Grade 7-8) are not eligible to join University ECDP, do not find mentorship beneficial (as discussed in CD5.11) or have access to the clinical	Creation of advisory panels designed to enhance/encourage the careers of early career members of non-clinical staff.	October 2017	SAT CD working group	Increase from 41% to 50% staff (male and female) feel encouraged to establish mentoring relationship to develop their career as measured by staff survey (2018), rising to 60% by 2020. >30% of Grade 7/8 staff

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		research subgroup framework (relevant to clinicians only). To address career bottlenecks as early as possible in the academic career pipeline.	Analyse data collected at next staff survey	May 2018	University Gender Equality Officer and ICS SAT	either in ECDP or attend ECR advisory panel every 2 years. >80% of grade 7/8 staff agree that they feel actively encouraged to develop their careers in next staff survey (2018)
CD5.14	Continue to offer support to the PGR Forum through the SSLC and ICS MB.	PGR forum established and has been well attended.	On-going support including funding for events provided by ICS.	Ongoing/ continuous.	Associate Dean for PGR.	> 6 well attended PGR Forum events per year with >50% PGR students attending each event.
CD5.15	Develop and implement a PGR mentorship programme.	In the 2016 PGR student survey 79% females and 75% males agreed that they would have benefited from a buddying system in their 1 st year.	Current third year PGR students will be paired with a first year PGR. Introductions will be made at the welcome night. Obtain feedback about buddying system via PGR student representative annually in order to improve student experience.	October 2016.	SSLC and PGR Convenor.	>90% engagement in the mentorship system as measured in the next PGR student survey (2018). >75% agreement that the mentorship system is beneficial to the mentee as measured in the next PGR student survey (2018).
CD5.16	Support enforcement of E&D Training as a compulsory	Embed the principles of Athena SWAN as early as possible in the academic pipeline.	Training will be checked by the PGR reviewers' during the 1 st year annual review process.	October 2016.	PGR Convenor.	100% completion within 1 st year of PGR training, for all students enrolled from October 2016.

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	component of 1 st Year PGR student development log.		Non-completions will be flagged and progression will only be granted upon completion. Information regarding this requirement has been included in the MVLS PGR handbook.			
CD5.17	Establish a Grant Application Clinic (GAC) open to all academic staff but prioritising post-docs/ECRs where there is a leak in the pipeline from Grade 8-9, which coincides with transition from postdoc to independent researcher.	<p>Recognising that:</p> <ul style="list-style-type: none"> • fewer women than men feel supported when submitting research grants (62% vs 80%); • Grade 9/10 female staff are less successful than males in winning grants as lead investigator; • fewer women apply for grants as lead investigator; • women are less successful in terms of income won as co-investigator; <p>The GAC will focus on initial “ideas pitch”,</p>	<p>A resource for all academic staff (but particularly ECRs) to aid in career progression, specifically with respect to winning grant income. GAC to be made available to staff 3 times a year, to align with common funding body deadlines.</p> <p>Submission to the GAC will be monitored with respect to gender bias, grade and other factors (and intersections thereof).</p> <p>Subsequent improvements in grant income or success rate</p>	October 2017.	ICS research convenor, SAT CD working group.	<p>>30% of grants >£100,000 discussed in GAC.</p> <p>>50% of grants >£100,000 internally reviewed.</p> <p>>90% of fellowship interviewees undergo mock interview.</p> <p>5% increase in success rate for grant applications by ECRs of >£100,000.</p> <p>An increase (to 80% overall) in agreement with “I feel supported when submitting research grant applications”, as measured by the next staff survey (2018). A reduction to <10% in the</p>

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
		internal review, mock interview, developing bespoke interdisciplinary panels for ICS relevant funding calls.	should be assessed with respect to gender, grade and other factors (and intersections thereof).			difference between female and male agreement to the same question (currently 62% women and 80% men).
FW5.1	Create an ICS family-friendly information pack (FFIP). Promote these policies via ICS staff forum.	<p>Focus group identified lack of awareness of policies and need for a culture change from line managers.</p> <p>Low uptake of paternity leave, to which any new fathers are entitled.</p> <p>Need for line managers to be aware of current policies and new developments as well as people taking leave.</p>	<p>Pack will signpost:</p> <ul style="list-style-type: none"> • university policy pages via hyperlinks (including leave options, and information about flexible working) • relevant university schemes (including Childcare Plus vouchers) • Institute initiatives (including information about FW5.2-5.8 below) <p>At least one institute wide presentation on family friendly policies every 2 years as part of the ICS staff forums.</p>	<p>January 2017 and reviewed/updated annually thereafter.</p> <p>First seminar by Autumn 2017, repeated biannually thereafter.</p>	<p>SAT maternity, paternity, parental and carer working group, ICS webmaster.</p> <p>SAT maternity, paternity, parental and carer working group in collaboration with ICS HR Manager and seminar series</p>	<p>An increase from 75% to 85% staff agreeing that the institute's working environment is equally supportive of men and women, as measured by the next staff survey (2018), with a further increase to 90% by 2020. A reduction to <10% in the difference between female and male agreement to the same question (currently 68% women and 85% men).</p>

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	Further increase awareness of ICS family-friendly policies and provide peer support with regular family-friendly coffee mornings.	Focus group identified peer support as a key element of successful return from maternity or carers' leave.	Bi-monthly coffee morning to rotate between two main sites (WWCRC and POGLRC, with transport offered from other satellite sites for those wanting to attend).	First coffee morning by Spring 2017.	SAT maternity, paternity, parental and carer working group, social committee, ICS webmaster.	organizer.
FW5.2	Arrange 1:1 meetings with HR to discuss leave (maternity, paternity, carers, parental) options.	Current arrangements with line managers may produce conflict of interest.	All staff requesting leave will be offered a 1:1 meeting with a member of HR staff.	July 2016. Already in place.	Head of ICS administration in collaboration with HR manager.	>80% of staff taking maternity leave will meet with HR.
FW5.3	Develop and promote a parental budding scheme.	To ensure peer support available for all new parents, and maternity leavers in particular.	Creation of a list of volunteer buddies. Promotion of the maternity buddying scheme at appropriate ICS staff forum events. Include information about this scheme in the FFIP. Facilitate matching when requested.	List created by January 2017, review uptake by Autumn 2017.	SAT maternity, paternity, parental and carer working group.	100% of staff taking forms of parental leave to be offered a buddy by Autumn 2017.
FW5.4	Support, promote and measure the use of KIT days.	To provide support, maintain a connection around important	Inclusion of KIT/SPLIT day information at any appropriate ICS staff	Seminar by Autumn 2017. For	SAT maternity, paternity, parental and	100% response rate to returners' questionnaire.

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
	For any colleagues using Shared Parental Leave, the equivalent action will apply to SPLIT Days.	<p>career events and issues for staff on leave as well as ease the transition back to work following a period of leave.</p> <p>KIT days are processed by line managers within the Institute but not then centrally collated at Institute-wide level. Action is therefore required to collate this information for review by the SAT.</p>	<p>forum and in the FFIP.</p> <p>Devise a return-from-leave questionnaire to be given to any staff returning from leave, asking whether and how they made use of KIT/SPLIT days.</p>	<p>FFIP details, see FW5.1.</p> <p>Devise and approve questionnaire by April 2017, administer questionnaire by May 2017.</p>	carer working group, Head of Administration.	Increased awareness (and uptake) of KIT/SPLIT days, whilst mindful not to pressurise staff to feel obliged to use them, as measured by returners' questionnaire and the next staff survey (2018).
FW5.5	Provide private facilities and a dedicated refrigerator for returning women who wish to express breast milk at work.	To ensure nursing mothers have adequate facilities on their return to work.	Rooms have been identified at WWCRC and POGLRC within which a fridge and appropriate chair can be housed.	Immediate (already approved by ICS MB).	Head of Institute Administration.	All women have access to private facilities and a dedicated refrigerator if they wish to express breast milk.
FW5.6	Establish ICS Returners Reskilling Fund (RRF).	To help support returning staff after a period of absence.	This fund will provide funds (maximum £500) for networking, conference attendance (including cost of additional childcare) and re-skilling for staff	Immediate (already approved by ICS MB).	ICS MB will review and approve applications.	At least 3 (set by considering the average parental leave rate over last 3 years) awards will have been made by 2019.

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
			returning from maternity leave, adoption leave or extended parental leave.			
FW5.7	Facilitate minimisation and/or reallocation of teaching workload upon return to work from extended leave (including parental or sickness leave), if desired.	To allow time to re-establish research activity without additional workload pressures.	All returning staff to be offered the opportunity to minimise and/or reallocate their teaching workload for six months.	Immediate (already approved by ICS MB.)	ICS Director/Deputy Director.	An increase from 75% to 85% staff agreeing that the institute's working environment is equally supportive of men and women, as measured by the next staff survey (2018), with a further increase to 90% by 2020. A reduction to <10% in the difference between female and male agreement to the same question (currently 68% women and 85% men).
FW5.8	Consult staff body regularly regarding existing initiatives to encourage/refresh family friendly working practices.	To identify the needs of the main stakeholders (staff body), generate fresh ideas and improve the work of the SAT. Focus groups enable us to benefit from the talents of all. Regular consultations (by focus group/survey) reinforce the issue of gender equality and	To maximise value, have focus groups run by an experienced external facilitator.	Focus group to be held June 2017, to be repeated bi-annually thereafter.	SAT maternity, paternity, parental and carer working group.	At least one additional family friendly initiative to be implemented by working group by 2019.

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
		inclusivity.				
CO5.1	Provide inspirational role models for all staff.	Recognising the critical need for role models (male and female) for <i>all</i> staff, but particularly female ECRs dropping out of the academic pipeline after Grade 8 and Grade 9. Positive and encouraging feedback from Institute-led IWD events.	Establish a series of gender-balanced inspirational speaker events, including an annual IWD event. Showcase the careers of these inspirational speakers, both academic and professional and support staff (or other inspirational staff within ICS) on the departmental website	Quarterly	Speakers will be identified by inviting suggestions from staff, making decisions based on availability and maintaining a reasonable gender-distribution	No less than 3 events per year. Gender distribution not to exceed 60%, to ensure that male as well as female role models profiled.
CO5.2	Foster an educated and engaged staff body by regularly disseminating Athena SWAN related information via staff forums.	Upholding the Athena SWAN principle of mainstreaming structural and cultural changes to advance gender equality. Recognising the need for an educated and engaged staff body to enact sustainable and positive change.	Have HR policies/procedure updates as a standing item on the SAT committee agenda. Identify information relevant to staff and organise speakers for the staff forum as necessary. Inclusion of question regarding awareness of Athena SWAN in new staff survey 2018.	Policy review to be carried out at SAT meetings (approximately bi-monthly). Seminars to be arranged as required and aligned with FW5.1.	HR manager to highlight to SAT members relevant information. SAT to arrange appropriate seminars with the organiser of the staff forum.	≥75% staff (male and female) aware of Athena SWAN related activity and policy within the institute, as measured by the new question in the staff survey (2018), with an increase to 90% by 2020.
CO5.3	Establish a social committee to	Recognising the need to foster a more	Invite members of staff to create a new social	Committee to be	Institute Director	≥60% staff (men and women) agreeing that

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
	improve the social environment within ICS.	<p>cohesive social environment within the department (free text answers from the staff survey).</p> <p>Recognising the fact that social events that are organised at present are not necessarily scheduled to be inclusive (e.g., PT or flexible working staff or those with caring responsibilities may not be able to attend), as evidenced from the staff survey.</p>	<p>committee that will arrange two inclusive (with respect to varied work/life commitments) departmental social events (e.g., a Christmas party and a family-friendly summer BBQ).</p> <p>These events will be organised and attendance recorded using Eventbrite to assess attendance across our staff/student demographic (including gender distribution, FT/PT working etc).</p> <p>Chair of the social committee will be invited to the SAT meetings to ensure that they are aware and consider Athena SWAN-related issues in the organisation of social event.</p>	<p>formed by January 2017.</p> <p>It is expected that this committee will meet every two/three months or more regularly as required.</p>		<p>work-related social activities are scheduled, where possible, to allow those with caring responsibilities to attend (Q4) as measured by the next staff survey (2018), with a further increase to 75% by 2020.</p>

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
CO5.4	Implement formal buddying system for new members of staff.	Recognising the need to foster a more cohesive social environment within the department (free text answers from the staff survey). Anecdotal evidence that informal, ad-hoc buddying system has helped the integration of new staff.	Extend the existing, ad-hoc staff buddying system to integrate new staff, who will be assigned a buddy of equivalent grade from the existing staff body.	March 2017.	Head of ICS Administration.	100% new staff from March 2017 to be offered a buddy (information to be included in induction pack).
CO5.5	Implement operational procedures to engage with staff and embed Athena SWAN-related activity into working practices (including P&DR appendix and enforcement of mandatory E&D/Supervisor Training).	Poor completion rate, particularly for early career staff, of the E&D training. Upholding the Athena SWAN principle of mainstreaming structural and cultural changes to advance gender equality.	Departmental appendix to P&DR process to (1) formally record requirement to complete E&D training and (2) formally consider Athena SWAN activity in academic objectives. Follow up those staff yet to complete on a tri-monthly basis.	P&DR process runs August-September annually. Staff yet to complete E&D training to be reminded quarterly.	Head of ICS Administration will receive quarterly updates from EDU to identify non-completers. Head of ICS Administration will directly contact these staff and their line managers to remind them to complete within the next three months and in	>90% completion of Equality and Diversity training by end academic year 2017-2018. 100% completion (for staff employed for 6+ months) by end academic year 2020-2021.

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
					time for their P&DR review.	
CO5.6	Improve recruitment procedures for all departmental committees.	Lack of clarity with respect to committee membership and recruitment as identified from staff survey.	<p>3 year fixed tenure of committee chairs, unless chair is linked to specific job (e.g., ICS MB chair must be ICS Director). Aligns with SAT3.2.</p> <p>Clear essential and/or desirable criteria for committee membership.</p> <p>Annual review of committee membership (as in SAT3.1) to address inequalities.</p> <p>Committee seats must be advertised internally, with essential and/or desirable criteria included.</p>	<p>Committees to review membership, chair tenure and essential/desirable criteria annually by April 2017.</p> <p>Chairs to rotate every 3 years</p>	SAT chair; Committee Chairs Institute Director	No departmental committee chair sitting for > 3 years (unless chair is linked to specific job) by April 2019.
CO5.7	Improve clarity of departmental committee membership.	Lack of knowledge of committee membership as revealed by Staff Survey Q17 free text answers.	<p>Departmental committees with list of members clearly shown in ICS website.</p> <p>Link to committee membership information to be included in</p>	December 2016.	SAT C&O subgroup lead to contact ICS web team.	<p>Membership published and updated annually.</p> <p>No mention of lack of knowledge in free text answers in staff survey 2018.</p>

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
			induction pack.			
CO5.8	Capture data on participation on external committees and examine for bias with regards to gender or other factors.	The SAT requires centralised capture of this data to confidently identify any bias with regard to gender (or other factors or intersections thereof) in order to design and implement corrective policy.	<p>Department appendix to P&DR process asking all staff members whether they participate in any external committees and, if so, to specify what they are.</p> <p>Embedding new WLM (CO5.9) should also contribute to a better understanding of this data.</p>	<p>Appendix to be included in P&DR round 2017.</p> <p>SAT to examine data yearly following P&DR (December)</p> <p>.</p>	<p>Director of ICS will remind all staff (reviewers and reviewees) of the ICS appendix to P&DR as the review round begins (August, annually).</p> <p>The appendices will be collated by Administrative Lead at POGLRC and returned to the SAT to extract the relevant external committee data.</p> <p>The MVLS Athena SWAN data officer will maintain and control access to this database and the SAT will examine the</p>	<p>Population of new resource detailing external committee participation by December 2017.</p> <p>P&DR data to demonstrate equitable access to external committees by gender.</p>

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
					data to identify participation bias (by gender, other factors or the intersection thereof).	
CO5.9	Analyse WLM data to identify whether female staff are being disproportionately allocated teaching, mentoring or committee work, or part-time working is being penalised.	<p>WLM is currently being piloted within the department and will be rolled out by Spring 2017. To ensure all staff benefit, they need to be aware of the system, how to use it, and most importantly how they can make it work for them.</p> <p>Improvement required with respect to transparency of workload allocation (as identified by staff surveys 2014 and 2016).</p>	<p>Communicate relevant information about WLM by organising relevant (e.g., WLM project team leader) speakers for staff forums. Emphasise the importance of capturing Athena SWAN-related activities within this system.</p> <p>Data from WLM will be considered as it emerges to identify gender inequality with respect to workload allocation. Any discrepancies will be raised with the SAT to form policy and actions.</p>	<p>Initial staff forum, January 2017.</p> <p>Institute Director and Head of Administration will review WLM reports bi-monthly.</p>	<p>ICS MB to review WLM allocation reports for discussion.</p> <p>ICS MB to communicate with SAT with regards to non-equitable distribution of workload relating to gender, contract-type, flexible working etc or the intersection thereof.</p> <p>The SAT will discuss these issues at SAT meetings and implement policy to resolve any</p>	<p>At least 50% staff trained and using WLM system by September 2017.</p> <p>≥50% (an increase from 33% in 2016) agreement amongst all staff (men and women) with questions regarding transparency of workload allocation, as measured by staff survey 2018.</p> <p>≥75% (increase from 45% in 2016) agreement amongst all staff (men and women) with question regarding the consideration of outreach/engagement activities in overall workload, as measured by the next staff survey (2018).</p>

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
					inequalities.	
CO5.10	Incorporate consideration of challenges of maintaining work/life balance into research culture of the Institute.	Recognising the need to implement cultural change with respect to perception/ consideration of life out with the research environment.	Request that internal and external research seminar speakers start their talk with a slide on career and life trajectory.	Approximately monthly (suspended over the summer).	SAT chair to contact seminar organisers to arrange.	Positive response ($\geq 70\%$ male and female) to questions regarding Institute being supportive of all staff, analysed by those who declare caring responsibilities, as measured by the next staff survey (2018).
CO5.11	Continue to promote impact and KE opportunities for both staff and students.	Excellent engagement in impact and KE by our staff and students, which contributes to their career progression, PGR skills and future employability.	Sustain the same level of activity.	October 2017.	Impact and Knowledge Exchange Champion for ICS, Graduate School and supervisors.	Continued $>90\%$ engagement of staff and students taking part in events.
CO5.12	Extract information regarding media/publicity/outreach activities by Institute staff from WLM and assess whether a gender imbalance exists. Consider other factors (e.g., PT) and their intersections with	Recognising the need to capture information regarding the gender and grade distribution of staff contributing to outreach and being represented in the media/institute publicity. By recording this information and feeding it into the new	The ability to extract this information automatically from the new WLM system.	Relevant information will be extracted from the WLM (CO5.9). The SAT will review this data annually as per CO5.9.	Institute Directory, Head of ICS Administration (see CO5.9), SAT C&O lead, SAT.	Annual review demonstrates gender balance in staff undertaking this work, with no evidence of specific groups of staff being overburdened. [As described in CO5.9]: $\geq 50\%$ (an increase from 33% in 2016) agreement amongst all staff (men and women) with

Key	Planned Action	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcomes
	gender.	Institute WLM, staff will feel that it is better-valued and taken into account as part of their workload allocation.				<p>questions regarding transparency of workload allocation, as measured by staff survey 2018.</p> <p>≥75% (increase from 45% in 2016) agreement amongst all staff (men and women) with question regarding the consideration of outreach/engagement activities in overall workload, as measured by the next staff survey (2018).</p>




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